BUSINESS EDUCATION WORLD

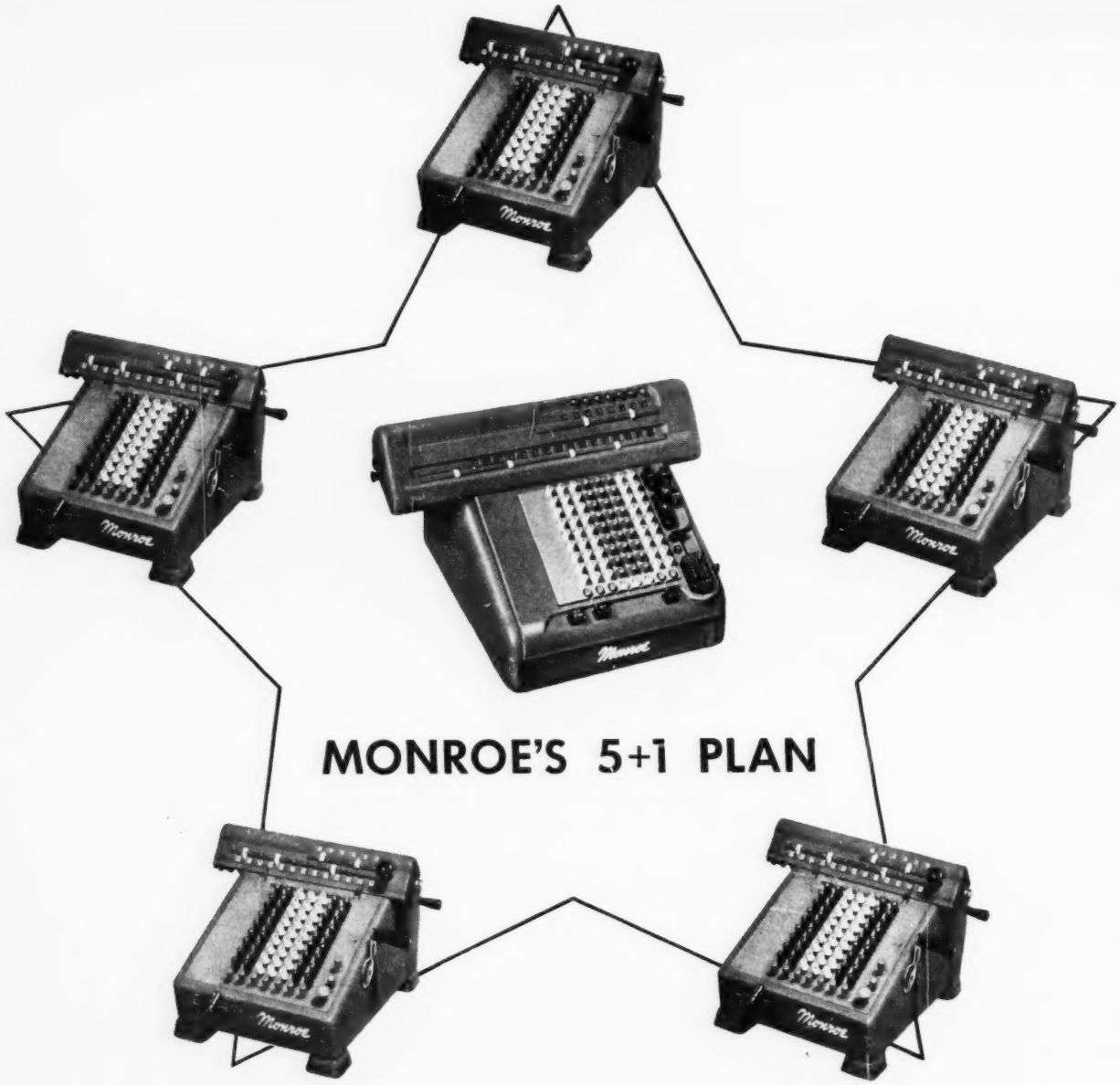
June 1954

Feature Articles

What We Know about Electrics	*Dr. Fred Winger*	7
I Had to Put on a Television Demonstration	*Dr. John J. Gress*	12
Modern Building for Business Training: the New San Francisco State College	*Louise Boggess*	13
Ten Basic Social-Study Techniques Applicable to a Consumer Class	*Dr. Ramon P. Heimerl*	16
Gregg Announces Awards Changes for September		18
Fundamental Problems in Distributive Education	*Thomas E. Miller*	19
Favorite Devices in Teaching Bookkeeping: Vocabulary Boosters	*Dr. Lloyd L. Garrison*	21
Challenge in Teaching Shorthand	*Sister M. Therese, O.S.F.*	23
How to Overcome Common Problems in Your Secretarial-Practice Course	*Dr. Charles B. Hicks*	25
More Typing Drills . . . for Number Control	*Mary E. Connelly*	28
Letter Placement by the One-Inch Judgment Method	*Virginia D. Henning*	30
"Meet the Winners!"—International Bookkeeping Contest Results	*Milton Briggs*	32
Royal Celebrates Its Golden Anniversary	*A BEW Report*	34
Student Projects in General Business (8-11)	*Dr. Alan C. Lloyd*	35
Most-Common 3-Letter Sequences	*W. A. Moran*	37

Special Features

Quoting Doctor Gregg: "Accuracy versus Speed"	*Louis A. Leslie*	39
Distributive Education: A New Practice Set	*Samuel W. Caplan*	40
Professional Reading: Automobiles, Railroads, and Tobacco	*Dr. Kenneth J. Hansen*	41
Teaching Aids: Bulletin Board Poster, Scale, and Booklets	*Jane F. White*	42
New Business Equipment: Projection Screen, Tape Recorder	*Ann Mereness*	54
Dictation Transcript: Two Stories from Today's Secretary		44
Professional Report: People, Schools, and Groups		51
Index to Volume 34, September, 1953—June, 1954		55



MONROE'S 5+1 PLAN

Just right for CURRICULUM *and* BUDGET!

Here's the right combination for business education . . . at the right price for the school! Studies prove that for the average class of thirty students, four or five hand operated Educators and one electric model Monroe Adding-Calculator make the ideal teaching combination. Monroe offers this combination as a "package" for schools at a considerable saving.

Teachers report that with special Monroe Educators, *all students* . . . fast, slow, or average . . . advance at their normal levels. They learn more naturally and are more interested for the Educator lends itself to students' aptitudes. It is designed for basic instruction in arithmetic and machine operation . . . for quick mastery of fundamentals. From then on, it's easy progress to the electric Monroe.

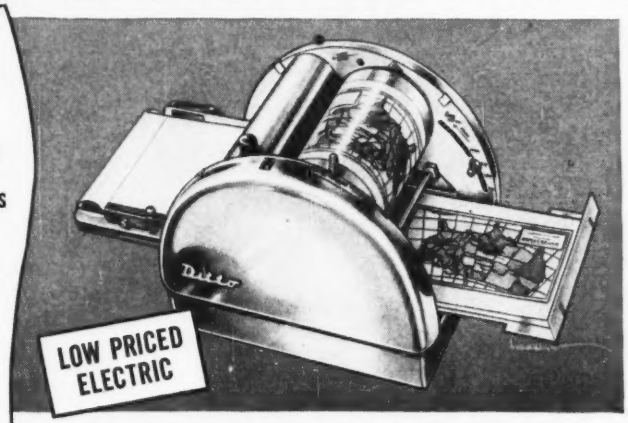
It now costs a lot less to equip a classroom adequately with Monroe Adding-Calculators. For full information ask the local Monroe representative, or write to the Educational Department, Monroe Calculating Machine Company, Inc., Orange, New Jersey.

OPERATORS WHO KNOW . . . PREFER **MONROE** *CALCULATING, ADDING, ACCOUNTING MACHINES*

NOW! DITTO® HAS 3 DUPLICATORS PRICED FOR THE SCHOOL FIELD!

USE YOUR DITTO FOR

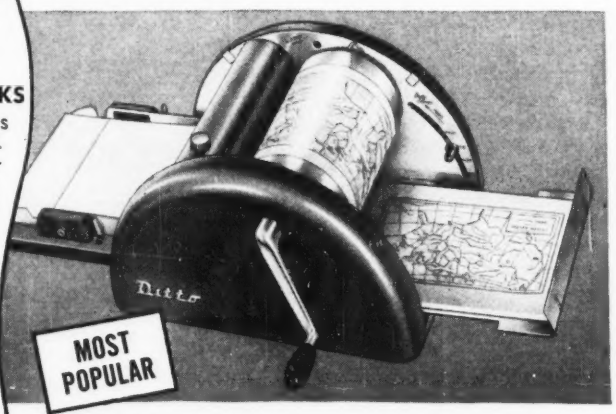
- POSTERS
- NEWSPAPERS
- LESSONS
- EXAMINATIONS
- PROGRAMS
- DRAWINGS
- OFFICE FORMS
- OUTLINES
- GRAPHS
- ATHLETIC SCHEDULES
- TICKETS
- BIBLIOGRAPHIES
- NOTICES
- LECTURES



1 **DITTO D-11 Liquid Duplicator**—Teacher simply flips a switch on this new electric D-11 and copies pour out two a second!

65 NEW WORKBOOKS

New subjects include: A.B.C. Book for Beginning Handwriting — Phonics — Learning Vowels and Learning Consonants — Reading Readiness. Birds: (Grades 2-4 level). Completely new and modern Arithmetic Books: 3 parts for each of grades 2 through 8. Dozens of other titles. $3.25 for Direct Process.



2 **DITTO D-10 Liquid Duplicator**—The world's most popular school duplicator. Hand-operated, 120 copies per minute. The economy model of the DITTO line.

3 **DITTO D-15 Liquid Duplicator**—Extra features . . . the counter, the receiving tray that doubles as a cover, plus unmatched durability.

All make 120 BRIGHT COPIES a minute . . . of anything typed, written, drawn or printed in 1 to 5 colors at once

NO MATS . . . NO STENCILS . . .
NO INKING . . . NO MAKE-READY

NOW! Cut Copy Costs! The DITTO original or "master" can reproduce up to five colors in one operation—of anything you can trace, draw, write or type —any announcement, form, bulletin, booklet, map, poster, drawing, instruction sheet, etc . . . in seconds, for pennies!

NOW! Just snap that master on the new DITTO D-10 duplicator and out come 300 to 500 copies, at 120 a minute, each one in full, vivid colors. Use any weight of paper or card stock, in any size from 3″ x 5″ to 9″ x 14″. If you do not need many copies at once, file it away for later re-runs—meanwhile changing data, pictures or colors as you please.

Put DITTO to work for you.
Mail the coupon now!

® Trade mark reg. U. S. Pat. Off.
DITTO, Inc., 636 S. Oakley Blvd., Chicago 12, Ill.
In Canada: DITTO of Canada Ltd., Toronto, Ont.
(prices slightly higher in Canada)

FOR BRIGHT COPIES AND BRIGHTER CLASSES
MAIL THIS NOW!
DITTO, Inc., 636 S. Oakley Blvd., Chicago 12, Ill.

Gentlemen: Without obligation to me please send:
Literature on new ☐ D-10; ☐ D-11; ☐ D-15 Duplicators
☐ Arrange a DITTO demonstration for me:
☐ FREE: DITTO Workbooks Catalog, and FREE Sample Lessons
(Note: for liquid duplicators only)

Name_____
School_____
Address_____
Post Office_____ County_____ State_____

ATLANTA, GA. NEW LENNOX, ILL. HAMMOND, IND. HILLSBORO, ILL. TALLADEGA, ALA. NEW YORK, N. Y.
SS. GAINESVILLE, FLA. PINEY WOODS, MISS. BIRMINGHAM, MICH. McMINNVILLE, ORE. SAN DIEGO, CALIF.
COLLINGDALE, PA. ALBERTVILLE, ALA. BILLINGS, MONT. NEWARK, N. J. HOUSTON, TEX. TUSCALOOSA, ALA.
PHILADELPHIA, PA ONT. JACKSONVILLE, FLA. BALTIMORE, MD. BOUL
CICERO, ILL. NEW WILMINGTON, PA. BOSTON, MASS.
MEDIA, PA. MERRICK, N. Y. NEW CASTLE, PA. WAYNE
OCALA, FLA. ILL. GREENCASTLE, IND. ONTARIO, CALIF.
MUNCIE, IND. PA HONOLULU, HAWAII STILLWATER, OKLA. LEAGUE
NS. CLEVELAND, OHIO DANBURY, CONN. LOS ANGELES, CALIF. MINNEAPOLIS, MINN. NATCHITOCHES, LA. MISS
PROVIDENCE, R. I. KANSAS CITY, KANS. SHREVEPORT, LA. FORT SMITH, ARK. ALTON, ILL. GIRARD, OHIO
KINGSTON, R. I. BROOKINGS, S. D. OLYMPIA, WASH. PROVO, UTAH OAK PARK, ILL. RICHMOND, CALIF.
NEWARK, DEL. CRADOCK, VA. PEARLAND, TEX. SEATTLE, DECATUR, ALA. LAKE CITY, FLA. GREELEY,
LIHUE, HAWAII CHICAGO, ILL. DETROIT, SALT LAKE CITY, UTAH TERRE HAUTE, IND.
TARRYTOWN, N. Y. TUCSON NS. SOUTH BEND, IND. NORMAN, OKLA.
LAWNDALE, CALIF. FORT PAYNE, ALA. COMPTON, CALIF.
GALVESTON, TEX. BOWLING GREEN, OHIO LAPEER,
ONT. BUFFALO, N. Y. GROVE CITY, PA. BUTTE, MONT.
CHARLOTTESVILLE, VA. L. WALTHAM, MASS. WILMING
OWA CITY, IOWA CALIF. VALPARAISO, IND.
LO. GREENVILLE, S. C. NN. ENDICOTT, N. Y.
URBANA, ILL. AURORA, ILL. BOZE
MEMPHIS, TENN. MILWAUKEE, WIS.
PATERSON, N. J. OHIO PITTSBURGH, PA.
KENOSHA, WIS. OKLA. ST. MARYS, KANS. VEST
EVANSTON, ILL. ITHACA, N. Y. MALDEN, MO.
H. ROCHESTER, N. Y. SANTURCE, P. R. BEAUMONT, TEX. DENVER, COLO. JOLIET, ILL.
CINCINNATI, OHIO AUSTIN, TEX. BELLEVILLE, N. J. ARLINGTON, MASS. EL PASO, TEX. POUGHKEEPSIE, N. Y.
MADISON, WIS. SAINT JOSEPH, MO. PUEBLO, COLO. CEDAR FALLS, IOWA HAMTRAMCK, MICH. FALLSINGTON,
LYNCHBURG, VA. UNION CITY, N. J. DAYTON, OHIO BATAVIA, N. Y.
WASHINGTON, D. C. OKLAHOMA CITY, OKLA. TROY, N. Y.
SAN BERNARDINO, CALIF. HAGERSTOWN, MD. KENT, OHIO
NN. LAS VEGAS, NEV. DENTON, TEX. YORK, PA. AKRON, OHIO
CANTON, OHIO ATHENS, GA. ORCHARD PARK, N. Y. ILL. BERKELEY, CALIF.
KLA. HUNTSVILLE, TEX. BRISTOL, CONN. TOLEDO, OHIO LINCOLN, NEBR. HAMBURG, N. Y. LA CROSSE, WIS.
YOUNGSTOWN, OHIO SAN FRANCISCO, CALIF. WILLOUGHBY, OHIO JENKINS, TENN. WINSTON-SALEM, N. C.
KEYSER, W. VA. YONKERS, N. Y. SPRINGFIELD, MASS. COWPENS, S. C. COOKEVILLE, TENN. ELIZABETH, N. J.

Everywhere

"The Teaching Typewriter"

is making teaching easier

In these cities—and many more—there are schools using 5 to 40 IBM Electrics.

IBM
TRADE MARK

Electric Typewriters

International Business Machines · 590 Madison Avenue, New York 22, N. Y.

BUSINESS EDUCATION WORLD

Volume 34 Number 10

June 1954

Editor and Publisher:
ALAN C. LLOYD, PH.D.

Managing Editor: M. BROWN

Features Editor: WALTER M. LANGE

Assistant Editors:
ROY W. POE
CONSTANCE H. LUDWIG
ELEANOR M. PERZ

Editorial Associates:
MILTON BRIGGS
HELEN H. GREEN
KENNETH J. HANSEN
JANE F. WHITE
LOUIS A. LESLIE
ANN MERENESS

Circulation Manager:
FLORENCE E. ULRICH

Business Manager: E. WALTER EDWARDS

Advertising Representatives: McGraw-Hill Publishing Company, Inc.
LOS ANGELES 17—CARL W. DYSINGER, 1111 WILSHIRE BLVD. MADISON 6-4323
SAN FRANCISCO 4—RICHARD C. ALCORN, 68 POST ST. DOUGLAS 2-4600
ATLANTA 3—STOKES HENRY, 1311 RHODES-HAVERTY BLDG. WALNUT 5778
DALLAS 1—JAMES CASH, FIRST NATIONAL BANK BLDG. PROSPECT 7-5064

ABP ABC

BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Division of the McGraw-Hill Book Company, Inc., at 1309 Noble St., Philadelphia 23, Pa. Editorial and executive offices at 330 W. 42 St., New York 36. Subscription rates: $3.00 a year ($5.00 for two years) or 35 cents a copy in the United States; Canadian and foreign postage 50 cents a year additional.

Copyright, 1954, by The Gregg Publishing Division of the McGraw-Hill Book Co., Inc. Printed in the U.S.A. Entered as second-class matter April 11, 1951, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879. Indexed in *The Business Index* and *The Education Index*. Information and data in the "Business Scene" are abstracted, with permission, from *Business Week*, the magazine of business executives. BUSINESS EDUCATION WORLD is also available in a microfilm edition from University Microfilms, 313 N. First St., Ann Arbor, Mich.

Address correspondence regarding subscriptions to Circulation Department, BUSINESS EDUCATION WORLD, 1309 Noble St., Philadelphia 23, Pa., or 330 W. 42nd Street, New York 36, N. Y. Send in both old address and new address when there is a change, and allow four weeks for entry.

BUSINESS SCENE

■ **A New Tariff Policy?—**

The Administration has a scheme up its sleeve that is a radically new system of tariff negotiation. If agreed upon by the nations concerned, it can put some really sharp teeth into the U. S. effort to speed the flow of Western world trade.

In the past, nations have swapped tariff cuts product by product. They have met like horse traders, haggled and wheedled and complained. Now, it looks as though the nations have traded off just about everything they can under this system. The new scheme would do away with that horse trading; it would substitute carefully planned, automatic, across-the-board cuts by all nations.

If this system goes into effect, it will have at least three telling results:

• *It will boost* the effectiveness of any new tariff-cutting authority that may be granted the President in the trade-agreements bill now before Congress.

• *It will strengthen* trade co-operation among nations. There are ominous signs that several low-tariff countries, badly dissatisfied with the results of the present system of tariff negotiation, may bolt from the horse-trading club altogether.

• *It will raise* a storm of protest inside the U. S., notably from industries that consider themselves inadequately protected from foreign competition. The Tariff Commission is bound to grumble, too.

• *The Plan.* Each country's imports would be divided into ten broad categories—raw materials, chemical products, textile products, and the like. Then, every country would cut the real protective effect of its tariffs in each category by 10 per cent a year for three years. The country need not cut tariffs on every product, but it must arrange matters so that its revenue collections in each import category drop by the required 10 per cent a year.

■ **What the Businessmen Are Talking About—**

• *Advertising* is going strong. *Printers' Ink* reports that for the first two months of the year its advertising index was up 17 per cent over last year. And *Sponsor* magazine says that a poll of major national advertisers shows that 71 per cent of 43 firms have boosted ad budgets, 29 per cent have kept budgets the same, none has lowered expenditures. This is despite the fact that 23 per cent of the firms report a sales dip.

• *Another Sunday newspaper* has folded. The 73-year-old Wilmington (Delaware) Star found that once-a-week publication is uneconomic today, despite the fact that a recent refurbishing boosted circulation from 19,000 to 30,000.

• *Auto makers' reports* for the first quarter will make sad reading for stockholders. Wall Street feels sure that: (1) Chrysler Corporation earnings for the three months will be far below their $24.4 million figure for 1953; (2) Hudson Motor Car Company will show a loss even bigger than its $4 million deficit in last-quarter 1953; (3) Studebaker Corporation's loss will be larger than the $1 million written in red ink for first-quarter 1953.

• *A new electronic device* that combines mechanical buzzes and hisses to form human speech has been developed by the Naval Electronics Laboratory. Much more than a synthetic talking machine, the new device may herald a new system of communication. It would allow for increased use of long-distance telephone wires by piling perhaps 30 times as many conversations on one wire as is now possible.

• *South Carolina* is the 16th state with a "right to work" law. Its legislature outlawed the union shop and other types of restrictive union-security clauses—but allowed the check-off of union dues. Mississippi came under a similar law recently.

• *This summer,* you'll see more walking shorts on executives. Style trend here is from the original bright colors to dark gray or plain light colors.

• *The Justice Department* has asked the Supreme Court to reverse the dismissal of its antitrust charges against the cellophane interests of E. I. du Pont de Nemours. Judge Paul Leahy in Delaware District Court has ruled out the charges. The government is taking advantage of a law permitting it to vault over the Court of Appeals and carry its case directly to the Supreme Court.

• *The number* of radios in U. S. homes averages between two and two-and-a-half per household, according to a recent study by the National Broadcasting Company. The survey indicated there are 117 million sets in 46½ million radio homes.

• *Retail diamond business* has picked up sharply since federal excise tax cuts, according to a survey conducted by Baumgold Brothers, New York diamond cutters and importers. In both modest-priced and expensive jewelry, sales are reported running five times ahead of last year's volume.

★ PRIZE WINNERS

★ IN THE 1953-1954 Esterbrook®

★ NATIONAL GREGG SHORTHAND CONTEST

The Nation's Best Classes... as determined by the contest judges

	School	City	Teacher
HIGH SCHOOL DIVISION (Class I)			
First Prize	Edina-Morningside High School	Edina, Minn.	Ardyce H. LaPray
Second Prize	Levelland High School	Levelland, Texas	Vera T. Ownbey
HIGH SCHOOL DIVISION (Class II)			
First Prize	St. Stanislaus Kostka High School	Chicago, Ill.	Sister Mary Sebastian
Second Prize	Pius XI High School	Milwaukee, Wis.	Sister M. Nicoline, O.S.F.
COLLEGIATE DIVISION (Class I)			
First Prize	State Teachers College at Salem	Salem, Mass.	Beatrice Witham
Second Prize	Eastern Illinois State College	Charleston, Ill.	James M. Thompson
COLLEGIATE DIVISION (Class II)			
First Prize	Alleman School	Rock Island, Ill.	Sister Mary Felicite, B.V.M.
Second Prize	Emily Griffith Opportunity School	Denver, Colo.	Lois M. Mergelman

TO SELECT OR REPLACE... HERE'S ALL YOU DO

Our heartiest congratulations to the winners on their Gregg proficiency. Our sincere appreciation, too, to the thousands of students and their teachers who participated in this nation-wide contest.

A new 1954-55 Gregg Shorthand Contest will be announced by Esterbrook this fall. Watch the Esterbrook ads in this magazine for complete details and entry blank. Or write to the *Gregg Contest Manager*, care of The Esterbrook Pen Company, Camden 1, New Jersey

Esterbrook®

THE GREGG-APPROVED PEN

WITH THE INSTANTLY RENEWABLE POINT

Do your fall plans include teaching on electric typewriters?

It is exciting to observe the interest typing instructors show in the Royal Electric.

It is exciting, because it demonstrates again how closely they are in touch with the business world where the demand for electric typewriters is on the upswing.

So, how about you?

Key stroking, for example, is different enough on the electric so that each pupil should receive 10 instruction periods to become completely familiar with the electric keyboard.

On the Royal Electric this can be accomplished more readily, because the student does not need to spend time becoming familiar with controls and keyboard changes. She can concentrate on the matter in hand—the electric touch.

Royal Electrics are made by the world's largest manufacturers of typewriters . . . by people who make nothing *but* typewriters . . . by craftsmen with exclusive typewriter know-how.

Plan for a demonstration now. Send in this coupon.

ROYAL®

ELECTRIC • STANDARD • PORTABLE

Roytype Typewriter Supplies

Royal Typewriter Co., Inc.
School Dept., 2 Park Avenue
New York 16, N. Y.

☐ Please mail me a reprint of *The Electric Typewriter in the Classroom*, by Stella Willins.

☐ Please arrange for a classroom or office demonstration of the new Royal Electric without obligation.

Name_____

School_____

City_____ **State**_____

Jobs are more plentiful for **Burroughs Trained Students**

When you train your students in the use of Burroughs basic business machines you are giving them an educational bonus that will help them find employment quickly. For Burroughs adding, calculating and bookkeeping machines are standard equipment in business firms everywhere.

Burroughs machines are simply designed and easy to operate. Your students' mental coordination and operating skill will come easier, lightening your teaching problems. You can expect, and get, the best performance from Burroughs equipment in your classroom—Burroughs machines are built to last—with remarkably low maintenance cost.

Standardizing on Burroughs will help you maintain your reputation for high-caliber graduates to fill today's business needs. Call your Burroughs man for full information—see the yellow pages of your telephone directory—or write to Burroughs Corporation, Detroit 32, Michigan.

USEFUL TRAINING AIDS

Based on long experience with office methods and procedures, Burroughs has prepared many helpful training aids to assist teachers in planning instruction courses.

Burroughs text books, practice problems with answer manuals and practice work forms, are available to public and private schools, for teaching the use of Burroughs adding, calculating and bookkeeping machines. Consult your Burroughs representative.

WHEREVER THERE'S BUSINESS THERE'S

Burroughs

ADDING MACHINES

CALCULATORS

SENSIMATIC ACCOUNTING MACHINES

June 1954 *Volume 34 Number 10*

BUSINESS EDUCATION WORLD

IN THOUSANDS of business offices and typing classrooms, supervisors and teachers are verifying . . .

What We Know About Electrics

DR. FRED WINGER, Oregon State College, Corvallis, Oregon

THE ELECTRIC TYPEWRITER has arrived. It is no longer thought of as a special gadget that one displays proudly as evidence of keeping up with the times. The electric typewriter is rapidly passing from Stage One ("yes, we have two electrics—in our office-machines room"). One now finds many schools with a whole classroom of electrics, and many others in the process of a change-over that is being accomplished as rapidly as school budgets permit.

Business teachers have certainly had ample opportunity in recent years to keep abreast of significant developments in the educational use of the electric typewriter, for the journals in this field have maintained a continuing flow of information about the increasing use of the machine in schools. So much has been written, in fact, that it is time to pause for a few minutes to summarize how far we have come and what we now know.

■ **Business Is Becoming Sold on the Electric—**

The typewriter is one of the oldest and most-used machines to be found in the modern office; strangely, it is among the last to be electrified. It is sometimes difficult for teachers to realize that the electric typewriter has been on the market since the early 1930's, even though popular attention has come to it only since World War II. Within the past few years, businessmen have been buying an increasing number of electrics.

It is not possible to obtain exact, current statistics on the number of electrics in use in business offices today, but there is no doubt that it is high and becoming higher. An unpublished study of 179 big users of typewriters in Los Angeles showed that almost a third of the 25,000 machines of these firms were electrics. Some large firms are "exclusively electric."

• *Why the boom?* For many years, the electric typewriter was considered a special machine—a luxury for the executive who wanted his letters to look better, a help for typing stencils and masters, an important aid in making multiple carbons. But today the machine is being widely used as the basic office machine not only for typing stencils and masters and all kinds of multiple carbon jobs but also for a multitude of other important typing tasks involving front-feed billing, continuous forms, payroll checks, Multilith plates, snap-out packs in invoicing, originals for photo-offset reproduction, multicolumn tabular work, and volume correspondence —especially the last, for the criterion that is emerging is not "whose correspondence is most important and therefore should look nicest?" but rather "who does the most typing?"

The average businessman does not invest his money in an office machine unless he is reasonably certain that it will do the job better than the machine he already

has; the machine must "pay for itself" through the savings it effects. This attitude has led to considering each typist as a typing *station* and to computing the cost of specific operations at that station. This in turn has led to the logical conclusion that, since the salary (and not the typewriter) of the employee is the major cost item, it is sound business to provide a machine that will lead to increased production and better working conditions for that employee. That the electric does lead to increased production seems beyond question; numerous production studies have reported increases, ranging from low spots of 5 to 10 per cent up to as high as 50 per cent, depending on the type of office task being performed.

• *One of the most recent* and extensive studies, reported by Hancock [bibliographic item 48], was an experiment conducted in the Military Air Transport Service of the Air Force. In this study, the observers concluded that the *average* typist can, on an electric typewriter, produce during a normal 5-day work week the equivalent of six days' typing work-load.

Logically, the greatest gains (in numbers used) have come in the large offices where there are many typewriters and duties are specialized. However, Green [5] points out that: "An analysis by companies shows that, percentagewise, the smaller users of typewriters are converting to electrics faster than the larger users. . . . However, the actual *number* of electric typewriters in the larger companies is greater."

The main factors responsible for the mounting popularity of the electric typewriter in business offices seem to be (1) more production, (2) less fatigue, (3) lower production costs, (4) superior quality, (5) versatility and adaptability, (6) uniformity of typescript, and (7) improved morale.

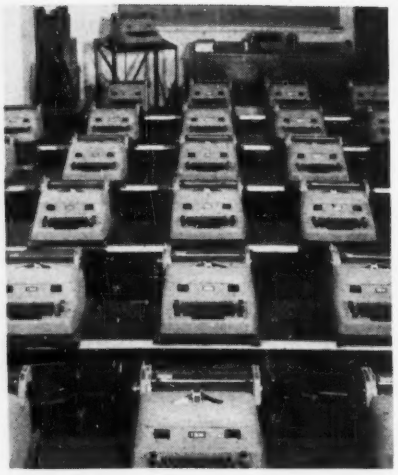
• *The unpublished study* mentioned is worth reviewing. It was recent, and it was conducted in Los Angeles County. The survey involved 179 firms; of their 25,638 typewriters, 8,140 (31.7 per cent) were electrics. The following table indicates the trend toward complete conversion to electrics:

No. Firms	*Per Cent of Total*	*Per Cent Electrics*
16	8.9	10
19	10.6	10-20
18	10.1	20-30
20	11.2	30-40
5 78	2.8 43.6	40-50
17	9.5	50-60
16	8.9	60-70
16	8.9	70-80
17	9.5	80-90
35 101*	19.6 56.4	90-100
179	100.0	

* Note that 101 firms, 56 per cent, already have more than 50 per cent electrics.

In Camden, Arkansas

Like millions of manual typists, this Fairview HS student became acquainted with electrics in office-machines class.



In New York City

But more and more schools are installing a roomful of electrics, like this room at the Washington School for Secretaries.

■ **Business Colleges and Electrics—**

The business college is one educational institution that does not invest its funds in unproductive equipment. It must be operated just as any other business enterprise, and expenditures are based on the principle of reasonable return on the investment. The fact that many business colleges are equipping a typing room wholly or partly with electrics is further evidence of the soundness of the electric instructional program.

In a letter to the writer, Joseph H. Leddy (Dean of the Winslow Secretarial School, in Boston) explained the soundness of using electrics in the business college: a combination of improved instruction, prestige, and advertising, with no increase in maintenance costs. He found that installation costs were low. The "extra" cost of electrification was charged to advertising.

■ **High Schools and Colleges, Too—**

Schools located in large cities or near areas of concentrated industrial expansion have been among the first to feel the need for training electric typewriter operators. This does not mean, however, that many of the smaller-area schools cannot lay plans for future expansion into electric typing. For, and this is the great point just beginning to come home to business teachers, *electric typewriters find their greatest usefulness not in training electric operators but rather in training better manual operators, quicker.* The basic goal of instruction is still accomplishment on the universal machine, the manual; and the electric is establishing itself, according to researchers' writings, as a better machine on which to develop basic operating skill. The fact that manual typists trained with the aid of electrics also qualify as electric typists is just a by-product, although a healthy, desirable one.

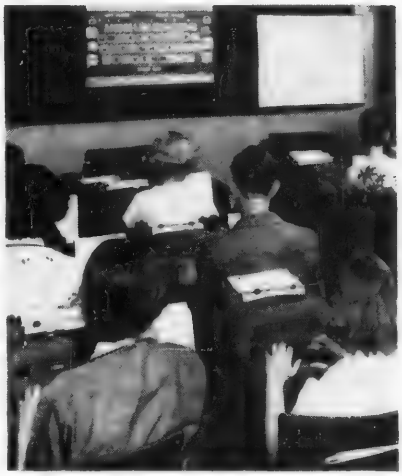
School Superintendent H. R. Maurer [17] put it this way: "It is important for boards of education and lay people to understand that the real justification for electric typewriters in the classroom lies in the fact that they are better teaching instruments than are manually operated machines." And he found that it cost his Kenosha High School just $1.50 more per student for the "better teaching instruments."

• *Cost Problems.* Electrics do cost more than manual machines—about twice as much. So, the administrator does have a financial problem: the extra initial cost of the machine; some slight cost to install heavy-duty wiring; some service expenses (although recent models are bringing service costs down); a negligible cost for electricity. Administrators, though, are professionals at solving financial problems; that is why there is no lack of electrification in the cooking room, sewing room, or industrial-arts room. If there is a real problem, it appears to be one of getting business teachers to speak up for what they need.

In view of recent studies that show the efficiency of the electric typewriter as a training tool, many business educators have settled on one line of reasoning that may soon completely overshadow all others: *teaching efficiency.* If the electric can make it possible to produce better typists in a shorter time,

In Detroit

With enough electrics, all students, like these boys at Detroit Central Catholic, can use electrics to build manual skill.



In Chicago

Electrics enable even very young typists, like these in a Saturday class at Bryant & Stratton College, to learn how to type.

then the length of training time can be reduced, thereby making it possible to serve more students, at a lower allover per-student cost. This, plus the fact that in education an attempt is made always to use the most superior learning tool at the *beginning* of instruction, has led many to take the electric program out of the advanced course and put it into the beginning course.

Thus, Mary E. Connelly (of Boston University) said in a letter to the writer, "I am certain that, with the use of electric typewriters, we will be able to teach four semesters of typewriting in three semesters." In another letter to the writer, Edith C. Sidney (Chicago supervisor) wrote: "The ability of students to attain rates [on electrics] in excess of 40 net words a minute justifies consideration of a one-semester personal-use course."

■ **Teachers Enthuse About Electrics—**

Those who have had the experience of teaching with electric typewriters report that they really *are* a superior teaching instrument. They report that it is easier to develop speed and accuracy on the electrics, and to do so in less time. A listing of every advantage ever mentioned for the electric machine would result in an enormous tally, with much overlapping. A general summary of the literature:

• *The Keyboard Lessons.* The length of time required to teach the keyboard and related mechanisms is shortened, and progress is more rapid from the outset. The actual teaching procedures used are not much different, but it is "easier" and "quicker" teaching and learning.

• *Stroking.* Stroking technique is one of the major differences to be found between the manual and electric teaching; and teachers cannot, it seems, say enough about the improvements they have noted. Stroking problems (in developing correct finger action, quiet arms and wrists, curved fingers, and smooth motions) do not exist on the electric. Most experienced teachers of electrics emphasize that the finger is merely "pointed" at the key, followed by a light and quick "tap." They like to describe the process as "playing the keys," rather than as "striking" them.

• *Eyes on Copy.* Teachers also put much emphasis on the ease of developing the "eyes on copy" habit on the electric. This is accounted for by the fact that the carriage return (in particular, and each service mechanism) is so *very* easy to operate on the electric. There is continuity and ease of operation, compared with operation of the manual typewriter, which requires a typist to lift his left hand for the carriage return, toss the carriage, and then return the left hand to the operating position. (The writer surveyed a considerable number of students' timed-writing papers and found that more than 65 per cent of the lines started with a *left-hand* letter.) The electric typist can relax while the carriage is speeding back, can easily keep his eyes on the copy, and start writing without worrying about—and perhaps looking up to verify—the position of the left hand.

• *Remedial.* Although this is not as well established as the others, indications are that the electric will one day develop into a significant remedial tool. The very nature of the electric is an aid to correcting such poor manual habits as faulty stroking, heavy touch, raised capitals, and the like. The slight dip of the keys has been singled out by many writers as an aid to persons with large, pudgy, or crippled fingers. There is a definite need for more exploration in this area.

Wood [36] seems to represent the belief of many, many electric-typing teachers when she states, "Try to get all of them on [the electrics]; but, above all, get those who are having the most trouble on manuals, on electrics first. Many have been rescued on electrics."

• *Transfer between Manuals and Electrics.* The problem of transfer from one machine to the other has come in for much discussion; there seems to be lack of agreement as to which way is the easier. Some believe that it is harder to go from an electric to the manual because of the sharp difference in stroking and in handling the service mechanism; others believe that the reverse is true.

All in all, however, the general answer seems to be that the transfer in either direction can be effected easily in a few class periods—if the program is properly planned and appropriate orientation is provided. Since transfer is easy and beneficial, the forecast is that all students will one day be given training on both machines.

■ **Students Prefer the Electrics—**

Almost everyone who has written of his experiences in teaching the use of electric typewriter says that students who have used the electrics are enthusiastic about the machine. There is something about the machine itself that develops the proper mind-set and gives the student a feeling of confidence. Teachers report that the learners are less likely to "fight" the machine; that they appreciate the uniform quality of the appearance of the work; that the reduction in fatigue and nerve strain leads to greater relaxation; and that faster progress sparks their learning.

■ **Research in the Classroom—**

About now the reader is probably wondering whether all these glowing reports can possibly be true and what evidence, if any, is available to substantiate them. Many of the claims are subjective, to be sure; but it is encouraging to find more and more experiments are being conducted in classrooms. Let's look into some of the research findings and see why the great enthusiasm for electric typewriters is justified.

Fedor has been very active in the testing of the electric typewriter in the classroom. In a case-study type of project [47], he was able to single out many of the remedial possibilities of the electric. In a later study designed to answer

The IBM Electric

Remington Electric

some questions related to the problem of transfer [46], he found that transfer can be made at any time, that individual differences are tremendous, and that progress is probable but not inevitable. His most extensive study, designed to measure student progress before, during, and after having used the electric [45], revealed that students can transfer their skills in either direction in about five class periods. He also concluded that using the electric as a device to boost skill on the manual is fully justified. Benefits come quickly, if at all, in a majority of cases. The one-week rotation plan is good where there are only a few machines. Fedor also concluded that slow students adjust to the alternate machine quicker than do the faster students, but that the faster students profit more from the standpoint of increased skill while they are on the electrics.

Boyd [39] conducted a paired-grouping type of experiment and found that the use of electrics resulted in a 10 per cent advantage on the basis of net words a minute. DuFrain [41] concluded that average speeds increased 10 words a minute as a result of electric training. Ewing [43] found that those trained on electrics were 10.6 *gross* w a m and 14 *net* w a m faster at the end of one semester, which pointed up the improved accuracy factor, as reflected by higher *net* rates. She concluded (by comparing the accomplishment of her students with that of 1,135 first-year manual typing students, reported in BEW in June, 1950, by Citron) that students achieve more basic skill in one semester on electrics than they do in a year on manuals. Savage [55] experimented with small groups of typists and concluded that the electrics led to about a 10 per cent increase in speed and 8 per cent increase in accuracy. DeLancey [40], after conducting a small case-study type of experiment, concluded that the pure beginner trained on the electric will surpass the manually trained typist in both speed and accuracy scores.

Kronenwetter [50] explains how it is possible to use one complete room of electrics and rotate other classes through the room. She concluded that the electrics resulted in an increased median score of 5 w a m, with better accuracy. Rosen [54] experimented with employed clerical workers and concluded that electrics (*a*) provided a quick way to increase typing skill and (*b*) served as a quick means of correcting poor manual habits.

In summary, then, studies show that electrics do add from 5 to 10 words a minute, within a single semester, to the speeds attained on manual machines, and with greatly improved accuracy; do provide definite remedial possibilities; do lend themselves to transfer procedures with benefits to both groups; and do provide numerous teaching ad-

A GUIDE FOR LEARNING MORE ABOUT ELECTRICS

General Information and Orientation

1. Dilmore, Margaret Hamma; and others, "Typing Techniques," *American Business Education Quarterly*, March, 1953, pp. 152-156.

2. Eckersly, Ann L., "Electric Typewriter —Recognized Timesaver for Clerical Workers," *UBEA Forum*, November, 1952, pp 29-30, 40.

3. Edwards, Donald A., "A Survey of Electric Typewriters," *Journal of Business Education*, December, 1949, pp. 13-14.

4. George, H. E., "Electric Typing Speeds Production," *Purchasing*, February, 1951, pp. 164-165, 168, 170.

5. Green, M. Louise, "What is the Trend in the Use of the Electric Typewriter?" *National Business Education Quarterly*, Fall, 1951, pp. 15-17.

6. Hossfield, George, "Electric Typing," BUSINESS EDUCATION WORLD, May, 1948, pp. 516-518.

7. Jennings, Hazel C., "Teaching the Blind to Typewrite," *UBEA Forum*, November, 1950, pp. 25-26, 30.

8. Krause, Ruthetta, "Bring the Electric Typewriter to the Classroom," *UBEA Forum*, November, 1950, pp. 19-21.

9. Lloyd, Alan C., "Big Things Are Happening in the Electric Typewriter Field," BUSINESS EDUCATION WORLD, September, 1950, p. 18.

10. ————, "There's a New IBM," BUSINESS EDUCATION WORLD, May, 1954, pp. 25-26.

11. ————, "You Should Know Your Electric Typewriters," BUSINESS EDUCATION WORLD, June, 1950, pp. 514-515.

12. Manual (IBM), "Electric Typewriters in Education," International Business Machines Corporation, 1951, 20 pp.

13. ————, "History of the IBM Electric Typewriters," International Business Machines Corporation, 1949, 8 pp.

14. Manual (RemRand), "Business Education Advancement with the Electric Typewriter," Remington Rand Inc., 1950, 15 pp.

15. ————, "Dividends You Get with Remington Rand Electric Typing," Remington Rand Inc., 1953, 12 pp.

16. ————, "Electric Typing vs. Manual Typing," Remington Rand Inc., 1950, 19 pp.

17. Maurer, H. R., "Electric Typewriter As a Teaching Instrument," *Nation's Schools*, April, 1954, pp. 102, 104, 106, 108.

18. Pepe, Philip S., "Remington Rand Lends Electrics to Schools to Speed Up Training of Electric Typists," BUSINESS EDUCATION WORLD, March, 1952, pp. 321-322.

19. ————, "From 20-1 to 4-1," *Systems*, March, 1954, pp. 20-21.

20. Report: "Get More Mileage from Your Business Machines," *Sales Management*, October 1, 1951, pp. 42-43.

21. Report: "You Can Get Along with Fewer Electrics," *Management Methods*, March, 1952.

22. Willins, Stella, "Planning Your Electric Typing Program," BUSINESS EDUCATION WORLD, April, 1951, pp. 385-386.

23. Wood, Marion, "10-Hour Program of Orienting Typing Teachers to Electrics," BUSINESS EDUCATION WORLD, April, 1952, pp. 392-394.

24. Zelliott, Ernest A., "What We Do with Our Electric Typewriters," BUSINESS EDUCATION WORLD, May, 1952, pp. 431-432.

Methodology

25. Blaisdell, Otis, "Methods of Teaching Electric Typing: The Familiar Techniques Still Apply," BUSINESS EDUCATION WORLD, January, 1951, pp. 243-245.

26. Brendel, Leroy A., "What Typewriting Teachers Want to Know about Electric Typewriters," BUSINESS EDUCATION WORLD, September, 1951, pp. 34-35, 45; and October, 1951, pp. 80-82, 100.

27. Leslie, Louis A., and Hossfield, George L., "Electric Typewriter Conversion," Underwood Corporation, 1953, 15 pp.

28. Murphy, Seward U., "We Do Quite a Job with One Electric Typewriter," BUSINESS EDUCATION WORLD, February, 1952, pp. 283-284.

29. Rowe, John L., "Methods of Teaching Electric Typewriting to Beginners," BUSINESS EDUCATION WORLD, October, 1950, pp. 67-69.

vantages that lead (*a*) to greater overall accomplishment in less time and (*b*) to the development of better operating techniques.

■ **Concluding Remarks for Teachers—**

Not all the problems of typing instruction are automatically solved when electrics are installed in the classroom. There have already been some instances of very poor, very inept electric instruction. There are nuisance factors to be contended with—wires underfoot, motors going "dead," students' jiggling the on-and-off switch, strength of the table, noise, some minor key-location changes, and such—although none of these has proved unsurmountable.

However, despite familiar problems and these nuisance difficulties, the *electric typewriter has proved itself a superior teaching tool,* and the teacher who takes advantage of its inherent values and advantages is almost certain to get better results. As Bess A. Lewis (departmental chairman, West Side High School, Newark) wrote to this writer, "A good teacher of manual typewriting will be a good teacher of electric typing, too."

• *It would seem,* then, that we typing teachers should prepare for the coming all-electric typewriting classroom in every way possible. Whether we have one or two machines, or a row of them, or an entire room of them, we should make an effort to get the most benefit possible from the equipment at hand; and this requires that we keep close records of our experiences, that we keep up to date on the findings of others, that we become proficient operators ourselves, and that we attend workshops and similar projects intended to help our electric instruction.

• *A caution* note, in the words of Willins [22], merits quoting:

> Does this mean that there has been a stampede . . . and that both business offices and schools will be *immediately* disposing of their manual typewriters and replacing them with electrics? . . . . The answer is: No, not at this time, and perhaps not for some years. . . . *It would take years*—perhaps decades—*simply to replace standard machines,* let alone to service new users and take care of ordinary replacement needs. Teachers will continue to train students on manual machines for a long time to come . . . .

Another statement by Connelly to the author seems very appropriate as a concluding prediction:

> I feel that within a ten-year period we shall have as many electrics in our typewriting classrooms as we now have manuals. Therefore, the business teacher should be prepared for this rapid change, first by learning how to use the electric typewriter efficiently, and then by learning how to teach the electric typewriter effectively. With the use of the electric typewriter, I am certain that we shall be able to teach four semesters of typewriting in three semesters.

Royal Electric

Underwood Electric

30. ————, "Methods of Teaching Electric Typing: Carriage Return and Service Controls," BUSINESS EDUCATION WORLD, November, 1950, pp. 123-124.

31. ————, "Methods of Teaching Electric Typing: Changing from Electrics to Manuals," BUSINESS EDUCATION WORLD, December, 1950, pp. 179-181.

32. ————, "Methods of Teaching Electric Typing: Instruction in Electric Transcription," BUSINESS EDUCATION WORLD, February, 1951, pp. 301-303.

33. Willins, Stella, "A Practical Approach to the Electric Typewriter in the Classroom," *Tri-State Business Educator,* Fall, 1953.

34. Wood, Marion, "First Lesson in Typewriting When You Use Electric Machines," BUSINESS EDUCATION WORLD, November, 1953, pp. 23-24.

35. ————, "Teaching the Use of Electric and Manual Typewriters in the Same Class," *UBEA Forum,* November, 1953, pp. 24-28.

36. ————, "Ten Suggestions about Teaching Manual Typists to Use Electrics," BUSINESS EDUCATION WORLD, February, 1954, pp. 27-28.

37. ————, "Use the Electric Typewriter in Your Office-Practice Laboratory," *UBEA Forum,* November, 1950, pp. 15-19.

38. ————, "We Used Electric Typewriters for a Personal-Use Course," BUSINESS EDUCATION WORLD, February, 1952, pp. 284-285.

Research in Schools and Industry

39. Boyd, Edna M., "We Got More Speed and Accuracy on Electrics," BUSINESS EDUCATION WORLD, June, 1952, pp. 494-496.

40. DeLancey, Opal H., "Typewriting for Adults in a Metropolitan Night School," BUSINESS EDUCATION WORLD, March, 1953, pp. 330-331, 345; and April, 1953, pp. 375-378.

41. DuFrain, Viola, "Speed-Building Techniques for Advanced Typewriting," *UBEA Forum,* November, 1947, pp. 31-32, 44.

42. Ewing, Priscilla, "Electrify Your Teaching of Typewriting," *UBEA Forum,* March, 1951, pp. 29, 38-39.

43. ————, "Results of Teaching Electric Typing: Greater Speed and Greater Accuracy," BUSINESS EDUCATION WORLD, May, 1951, pp. 435-437.

44. Fedor, Laddie J., "Electric Typewriting—a New Experience at Girard High School," *UBEA Forum,* May, 1951, pp. 31, 40.

45. ————, "Exploring More Mysteries in Transferring the Skill of Manual and Electric Typists," BUSINESS EDUCATION WORLD, April, 1954, pp. 14-16.

46. ————, "Exploring Some Mysteries in Transferring the Skill of Manual and Electric Typists," BUSINESS EDUCATION WORLD, October, 1952, pp. 83-84.

47. ————, "Some Electric Typewriting Students," BUSINESS EDUCATION WORLD, December, 1951, pp. 176-177.

48. Hancock, A. C., "Six Days' Work in Five," *Systems,* July, 1953, pp. 4-5.

49. Keelan, C. I., "Manual vs. Electric Typing," *The Office,* July, 1951, pp. 44-46.

50. Kronenwetter, Evelyn F., "Electric Typewriters Help Create Enthusiasm and Produce Results," *UBEA Forum,* December, 1953, pp. 24-26.

51. Mathews, Warren J., "The Choicest Product," *Systems,* July, 1953, p. 13.

52. Pepe, Philip, "Methods of Teaching Electric Typing—the Business Use of Electric Machines," BUSINESS EDUCATION WORLD, March, 1951, pp. 340-341.

53. ————, "Teaching Electric Typing," *Journal of Business Education,* February, 1954, pp. 197-198.

54. Rosen, Seymour, "You Can Quickly Improve Manual Typing Skill by Training on Electrics," BUSINESS EDUCATION WORLD, January, 1952, pp. 238-240.

55. Savage, William G., "Report on Electric and Manual Typewriting," *Journal of Business Education,* December, 1953, pp. 111-112.

56. Sluder, Lester, and Martocchio, Bernadette, "Push-Button Typing," *Balance Sheet,* October, 1952, pp. 58-60.

Technical Information

57. Lloyd, Alan C., "You Should Know Your Electric Typewriters," BUSINESS EDUCATION WORLD, June, 1950, pp. 514-515.

58. Pepe, Philip S., "Electrification of the Modern Typewriting Classroom," *UBEA Forum,* November, 1952, pp. 11-13.

59. Report: "Wiring Plan (1) for Electric Typewriters," BUSINESS EDUCATION WORLD, November, 1952, p. 119.

60. Report: "Wiring Plan (2) for Electric Typewriters," BUSINESS EDUCATION WORLD, January, 1953, p. 229.

61. Report: "Wiring Plan (3) for Electric Typewriters," BUSINESS EDUCATION WORLD, June, 1953, pp. 497-498.

THIS IS WHAT Dolores Wood, Sally Delaney, and the writer (John Gress, of Hunter) looked like . . . and

THIS IS WHAT a screenful of typewriter and flying fingers (Sally Delaney's) looked like when . . .

I HAD TO PUT ON A TELEVISION DEMONSTRATION

(Or, You, Too, Can Be a TV Star)

DR. JOHN J. GRESS
Hunter College, New York City

HAVE YOU given any thought to what you would do if you were called on to prepare a program to be telecast in the next month or so? Ever since I participated in a typing demonstration over WABD-TV, New York, I've received many inquiries on the subject from business teachers. Perhaps a discussion of the high and low spots in my experience would interest and be of some value to you.

■ **It Started as a Command Performance—**

I'll never forget the casual way in which my superior [that would be Dr. James Meehan—*Editor*] told me, "John, our Business Education Department will appear in a half-hour telecast over the Dumont network in about two months. You'll have the opening spot. About five minutes. Make it good—but of course you will!" Then he ducked, quickly.

Who? Me? He can't do this to me! I've never been on TV in my life. I can't do it. I won't! How much can you cover in five minutes, I wonder. No, I can't do it. Five minutes isn't very long. Imagine, *TV!* Well.

The shock and coma wore off, leaving me feeling very much alone in a new, strange, and perplexing adventure. Where do you begin? Obviously, the first thing is—

• *Send out an SOS!* I set out to check my list of fellow teachers who might have some familiarity with television. Luck was with me, or so I thought, when I contacted one veteran of the screen. Alas, I learned only that he had experienced a siege of "the silent mutterings," a heavy case of cameritis, and a full dose of freezitis. And he hadn't had to say a single word on *his* program.

But there was an answer somewhere, of course; my thinking became more rational. It dawned on me that some of my students would also be involved—ah, students! I'd go over my class roster, pick out a few of the best typists I've trained, and—but the Christmas vacation began tomorrow. Two weeks gone out of my "about two months"!

• *After a moment's feeling* that all was lost, I took the problem home (Merry Christmas, John!) and sat down at my own typewriter to see what I *could* do in five minutes—the first sane, logical approach to my problem.

■ **The Idea Begins to Square Up—**

I found that you could do quite a bit of typing in five minutes, *but.* Straight typing would portray action, but in no way would the observer in his own living room be able to follow what I was doing and why I was doing it. Action, yes; but interest, appeal, holding qualities, no.

So, with my faithful timer ticking away, I talked about what I had been doing at the typewriter. It was all blow, no show. This would not do, either.

• *The light dawned:* Just combine the two, talking a bit and demonstrating a bit, talking some more and typing some more; and then wind up with "fingers flying o'er the keys, and off the screen we go." Simple? Ah, but now the problem really became complicated.

I knew what *I* could do in five minutes; but shouldn't I use some of my students? Yes, we needed student demonstration. And it would be different from a teacher show.

• *Selecting the students* was not so easy as you'd expect. I knew I must have some outstanding typists in my class, the kind with the poise and skill that would make our program a real success. There would be . . . but, no, she would be much too nervous. How about . . . no, jams her keys too easily. (Have you ever found how your memory fails you on an important occasion? Mine did; I drew a complete blank.) Slowly I went over my class rollbook; and, after much deliberation, I decided on two names.

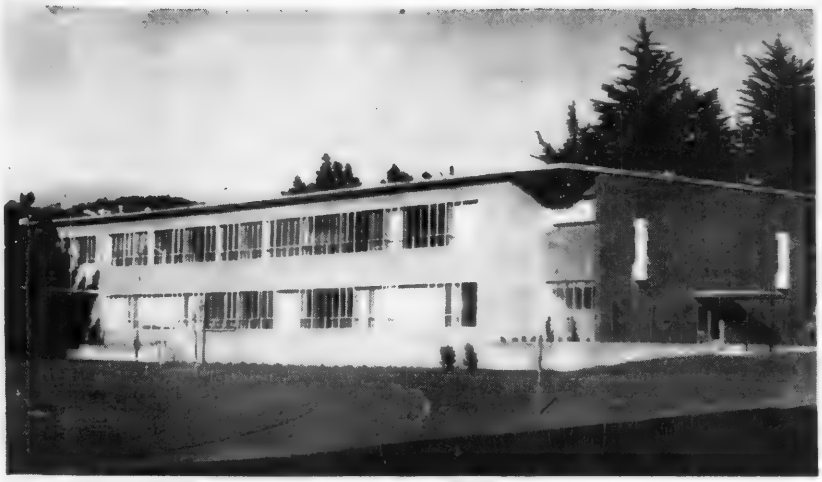
There was Dolores; she had a pair of fine hands—wiry, strong, powerful fingers—and she could make keys fly. There was Sally, another speed demon. Both girls had hit gross speeds upwards of a hundred words a minute.

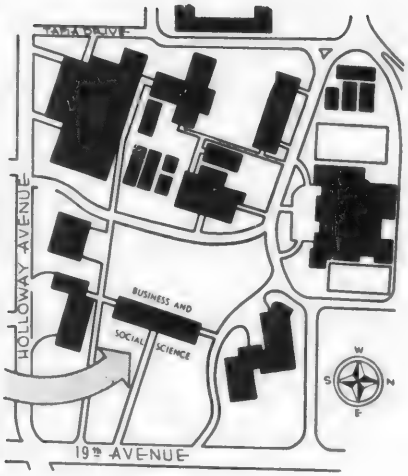
• *Now the idea began* to take shape and form. A teacher and two typing students. The speed angle. A demonstration. We might set the scene by having the girls typing at their top speeds while I . . . while I . . . what *would* I be doing? Why, commenting, of course, on whatever we demonstrated.

I decided that one or both girls would be typing every precious second allotted to us and that I would shift from one operator to the other, with the camera, while trying to drive home some important techniques of touch typing.

Good. Now for the details. I got Sally and Dolores in my office when school resumed.

(Continued on page 39)





SAN FRANCISCO State College has been moving away from downtown traffic for the past three years. Last summer, business classes moved to the new building above. It is part of a new campus that has grown on city's outskirts, by Lake Merced. It involved much . . .

Modern Building for Business Training: the New San Francisco State College

LOUISE BOGGESS
San Mateo, California

Pictures by Lenore Ricci

NEXT FALL, San Francisco State College will officially dedicate its rolling, 93-acre campus along the shores of Lake Merced, on the outskirts of San Francisco. The occasion will mark the end of a gradual, piecemeal shifting—department by department—over a three-year period from "downtown" to the new campus.

■ **The SFSC Program—**

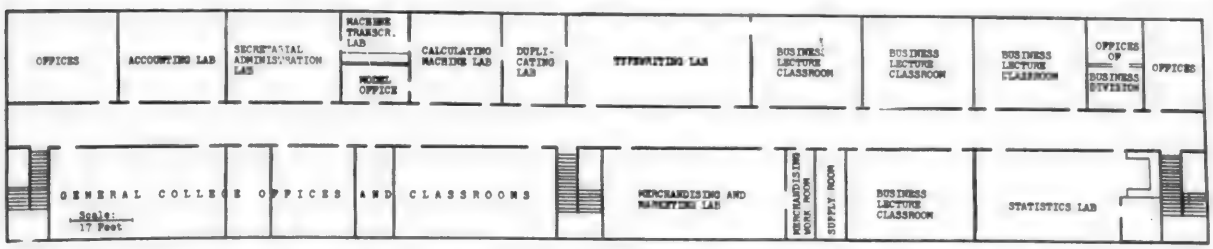
San Francisco State is a big college: 6,200 students, nearly 300 faculty members, scores and scores of different study programs. Courses range from Freshman English to Economic Potentialities in the Middle East and Africa.

Business studies comprise an important part of the SFSC program: 1,200 students are currently enrolled in business courses; 350 or so are business majors. Fifteen faculty members devote all their time to business courses. All business training is in the Division of Business, which features three program cores:

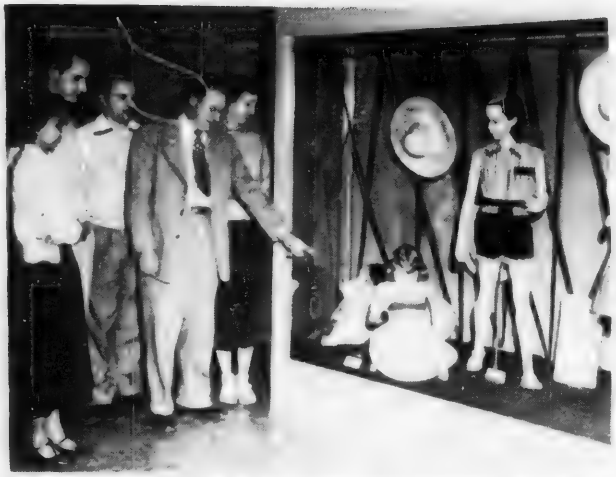
- *World business*, in the special, internationally famous "School of World Business" at the College. Students from some 20 foreign nations are presently enrolled—not only do they learn "American methods" but they also convey *their* nation's methods to their American classmates.
- *Business administration*, with all the usual adjuncts—accounting, merchandising, office management, etc.
- *Business education*, which provides teacher training not only for secondary schools but also for junior colleges. As in other California state colleges, the future business teacher may take either a four-year program leading to an A.B. degree and a "special" (business subjects only) teaching credential, or a five-year program leading to a master's degree and the "general secondary credential." The business-education program includes content, methods, and student teaching at nearby high schools or junior colleges; Dr. S. Joseph DeBrum is the program's director. On his staff are Dr. Mary Bell, Elinor Skimin, and Dr. George Madison.

■ **To a New Campus—**

For some years the College has been in downtown San Francisco, squeezing its elbows for lack of room and holding



BUSINESS CLASSES use most of second floor and a first-floor amphitheater. Two-story building is about 300 feet long, 60 feet wide.



MERCHANDISING is a big phase. Merchandising lab of Dr. John Schneider has display show cases, even a workroom.

OFFICE PROCEDURES and management classes of Dr. George Madison use very modern equipment. All must pass typing.

WORLD TRADE courses have attracted students from some 20 foreign nations, as in this class of Dr. Wayne Stevens.

its ears from an overabundance of commercial traffic noises. But now, after years of planning and budgeting, the College is completing its campus out where there is little noise, lots of elbow room, and beauty galore.

• *Some 18 buildings* comprise the new campus; and of these, nine are new, constructed around a large, tree-shaded, landscaped quadrangle—with an incredible amount of parking space. Each of the new buildings is "modern contemporary" architecture—made of reinforced concrete, long, flat, snug, with wide overhanging eaves and endless miles of wall-to-wall windows. Each building is in a distinctive, strong color; yet all the colors blend smoothly, not only with each other but also with the beautiful trees and landscaping.

• *Business classes* meet in the Business and Social Science Building, a long (300 feet) two-story building. At either end of the building are stairways; the main entrance, located in the center of the east wall, is framed in an exterior of glass that reaches from the ground to the roof. Decorative steel railings on all three stairways add a touch of modern decor.

Throughout the building, ceilings are soundproofed. Fluorescent fixtures, with "egg crate" filters, are used everywhere. In each classroom, color is used generously: three walls are in a pastel rose-beige or ivory, with the fourth one in an accenting deeper tone of rose or chartreuse. The four rooms equipped for film darkening have drapes in the accent color, too.

Generally speaking, vertical sliding blackboards, in either green or rose, cover two walls of each room. The front one is bordered on either side by brown cork bulletin boards. The two entrances (required by California law) to each classroom have solid doors of blonde birch, with neat gray trim and baseboards. A gray-and-black mottled tile is used on the floors.

Except for the first-floor amphitheater, which seats 125 and which is shared by the business and the social-science program, all business classrooms are on the second floor.

■ **Room Descriptions—**

Although uniformity of furnishings was not possible (the College is state supported; so, all furnishings were purchased by the state on low-bid contracts), the newness of the equipment, the colors used in the classrooms, and unique ways of arranging the rooms together make the allover appearance of classrooms and offices singularly attractive.

• *The accounting lecture* rooms are furnished with blonde birch chairs [Heywood-Wakefield] and beige plastic-top tables. There is enough room for this equipment to be arranged in rows, in a U, or even in an H plan.

• *The secretarial-administration lab* is equipped with 25 left pedestal-lift desks [Schwabacher-Frey] and metal posture chairs [Steelcase] in persimmon-red upholstering. The desks are arranged in two rows of double stations, parallel to the windows.

A machine transcription room, separated from adjacent rooms by sliding doors and clear glass paneling, has eight gunmetal-gray steel transcribing desks [General Fire Proofing]. Along the solid wall are gray, built-in storage cabinets with sliding doors.

• *A model office* is on the corridor side of the transcribing room. At the moment, this office is used as a supplementary transcribing room; but, Dr. George Madison explains, "Later on we hope to interest private agencies in using this room to display their types of office furnishings."

• *The office-machines rooms*, one for calculators and one for duplicators, are

separated by a door and sliding windows, so that they may be used as either one- or two-room units. The calculator lab has 28 student stations—12 at rotary calculators, 6 at key-driven calculators, 5 at 10-key adding machines, 5 at full-keyboard adding machines. The duplicating lab has 5 typing and a Varityper station, 8 mimeoscopes, 2 electric duplicators, and 6 electric typewriters.

• *The typing room* has 45 stations, with gray metal adjustable-height desks [Interstate] and matching posture chairs [Steelcase], arranged in four curved rows, with backs to the windows. There is an Interstate adjustable-height demonstration stand.

• *The statistics* lecture and laboratory room, across the hall and down at the end of the corridor, contains a semicircular arrangement of 30 seats at tables [Heywood-Wakefield]. In the back of the room is (*a*) a U-shaped counter on which calculators are kept, and (*b*) a glassed-in office used for conferences and quiet study.

• *The merchandising lab* is special, too. The front of the room is the corridor side, and it has a podium between the entrances. On one side is a mock store front in glass, for window display; and, on the other side, is a set of open display shelves. More shelves are located by the left entrance and in the back right corner. Built along the wall by the right entrance is a dressing room, clothes rack, and a movie screen.

A connecting door leads to a workroom used as a special laboratory by students in advertising, store organization, marketing research, sales management, commodities, and textiles. This long, narrow room is lined on one side with light-green counter-cupboards and on the other with tracing boards. There is a sink under the window.

• *The world business lecture room* is a standard lecture classroom that is equipped with visual aids. Map racks line the wall above the green chalkboards. Fifty movable, blonde tablet-arm chairs parallel the windows in rows. In the middle of the back of the room is a motion-picture projector and an opaque projector; and there is a large pull-down projection screen on the wall between the two entrances.

• *Almost every room* has, for the instructor's use, a gray steel filing cabinet and a General Fire Proofing metal desk.

■ **It's Well Equipped—**

The campus, the Business Building, the classrooms—bright with color, functional in design—all are completely modern and forward looking. It is a college to which San Francisco and California can point with pride at next October's dedication.

SFSC Has Variety of Office Machines

Typewriting Lab:
46 Manual typewriters, all makes

Duplicating Lab:
1 Electric stencil duplicator
1 Electric spirit duplicator
6 Electric typewriters, all makes
3 Long-carriage typewriters (2 electric, 1 manual)
8 Mimeoscopes
1 Posting machine

Calculating Lab:
13 Rotary calculators, 3 makes, 5 models, most of them electric
7 Key-drive calculators, 2 makes; 2 are electric
5 Electric full-key adding machines, 2 makes
5 Electric 10-key machines, 3 makes
2 Electric 10-key printing calculators, 2 makes

Model Office (temporary):
6 Transcribing units, 4 makes, 5 models

Transcribing Lab:
8 Manual typewriters, 4 makes
8 Transcribers, 3 makes, 6 models

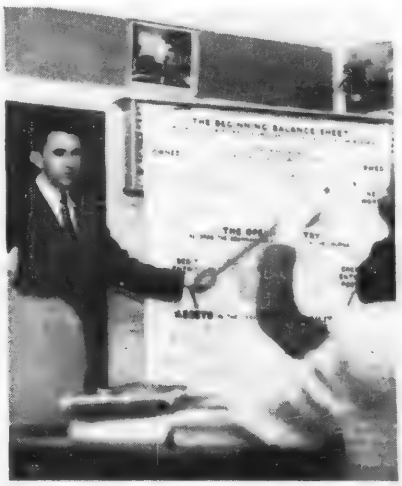
Secretarial Admin. Lab:
25 Manual typewriters, 4 makes

General Laboratory Use:
8 Manual full-key adding-listing machines, 3 makes (for accounting and statistics students)

World Business Lecture Room:
1 Motion-picture projector
1 Slide projector
1 Opaque projector
1 Screen

Statistics Lab:
5 Rotary calculators (1 fully automatic, 4 semiautomatic), 3 makes
1 Long-carriage manual typewriter, with statistical symbols
1 Electric full-keyboard adding machine

Marketing-Merchandising Lab:
1 Motion-picture projector
4 Illuminated tracing boards
3 Permanent spotlights
2 Portable spotlights, with reflectors



BUSINESS EDUCATION is a major, includes student teaching. **Pat Halligan** does his (above) at nearby high school, then sweats out conference with (below, left) Dr. S. Joseph DeBrum, business supervisor, and critic teacher Everett Silvia.

TEN BASIC SOCIAL-STUDY TECHNIQUES APPLICABLE TO A CONSUMER CLASS

DR. RAMON P. HEIMERL
State College of Education
Greeley, Colorado

1 Discussion, Not Recitation

GROUP DISCUSSION is the opposite of the question-and-answer recitation. The student is the center of interest in a discussion; the teacher is the center of interest in a recitation. There are many varieties of group discussion, all possible in consumer classes.

Pupils may be divided into groups of four or five, to discuss such a topic as, "In what ways do salespeople help us be better buyers?" or "How do salesclerks persuade customers to buy?" and then to report a summary of their discussions to the class. Or, a panel of four or five, after a preliminary planning session, may sit before the class and conduct a discussion for all to hear.

Another kind of discussion is that which may follow an individual or committee report or demonstration or dramatization. Discussion can be used as a basis of planning: "How could the committee find out whether customers *do* buy by brand names?" or "How could we find out whether our arithmetic ability is what it ought to be if we are to be good consumers?" Discussion purposes to stimulate thought, then action.

2 Committee Projects

TOO MANY PUPILS, particularly the superior ones who are inclined to be protective about their own academic standing, like to work alone. For their own good as well as the good of classmates, all students should frequently have the experience of undertaking a project with others. Committee activities require some freedom of operation; they also require close supervision.

In consumer education, the research committee is a prominent one. "What agencies help the consumer by providing useful information?" is a worth-while point of inquiry, from which the class might be divided into separate committees, each selecting a group of agencies such as governmental, testing, magazines and newspapers, professional associations, laboratories, and public and private business agencies.

Committees can undertake many other consumer activities, too: maintain bulletin boards, collect labels and tags for a special display, study buymanship by observing customers, report daily on consumer news, prepare quizzes, conduct experiments, give demonstrations, and so on.

5 Taking Field Trips

IT WOULD probably be entirely possible to teach a consumer course without stepping into a single classroom—just take one trip after another. Go down to a big bank and watch someone open a checking account. Go into a travel bureau and see how one "buys" a vacation trip. Go backstage in a department store and see how much work is involved in handling a credit purchase. Visit a court and listen to a civil case on contracts. Listen to a wholesaler's salesman load the local candy store with cartons of a new candy bar. An education!

But only part of an education, really; students do not always know what they see. The preliminary discussion and planning are important; so is the evaluative post-trip summarization; so is study continuity.

In few subjects are there so many worthy trip goals so near at hand as is the case in consumer education. It is just as ridiculous to think of the course without field trips as to think of field trips without a course!

7 Classroom Library

CONSUMER CLASSES can profit greatly from having sets of textbooks, other than the basic one used for the class, along with reference booklets and other aids in a classroom library. Any one book that attempted to tell everything of interest to consumer learners would be the size of a set of encyclopedias. Using more than one book is a learning stimulant; it is also an investigational *must* for your research teams.

A list of textbooks and reference books for consumer training was included in the May, 1953, issue of *American Business Education Quarterly*, "The High School Business Library." You will especially want a set or two of the Household Finance Corporation's excellent buymanship booklets.

There is a basic approach to using such reference materials: In gaining facts and knowledge, as in obtaining good merchandise, one must shop around, must look in more than one place. You will find that having an accessible classroom library will make students eager to conduct investigations and make reports.

8 Supplementary Materials

EVEN MORE essential than using several textbooks, via your classroom library, is using a fair number of the enormous amount of supplementary material produced by business firms and governmental agencies.

The American Medical Association and the American Dental Association, for example, have several publications of value to the consumer, dealing with his buying health products. Excellent buymanship and money-management booklets are produced by the Better Business Bureau, the Household Finance Corporation, and the Institute of Life Insurance—some are free, none is expensive. [The writer will be happy to send anyone a free copy of his extensive list of such booklets and their sources.]

There are important reasons why such material should be reviewed in the classroom. Most contribute facts pertinent to what we are studying. Some of it is guilty of bias—and this type, particularly, must be studied and the purpose of its publication called to light. The purpose of consumer training is to teach the making of choices—including whom to believe.

3 Current Events

MANY BUSINESS students think of consumer education as something learned from a textbook; whereas, actually, it is so current, so immediate, that the newspapers make as good a source of information as does the best textbook. Borrowing an idea from social studies, one designed to make students alert to the activities of their subject in the world about them, have students inaugurate the reporting of current events.

One way is to set aside a few minutes at the start or end of each class period—for a while, or during especially pertinent units of study—for students to report what they have read about consumers.

Another way is to set aside all or half a period once a week for "Consumer Education in the News" reports. Another method is to maintain a consumer-education-news bulletin board. News may be handled as an extra credit activity for individual volunteers, as a committee project, as a class activity. Students take new interest in the subject and develop a greater awareness of it when you give attention to current events.

4 Visiting Speakers

FUNNY, BUT let a visitor say the same thing that you, the teacher, have been emphasizing or that the students have read in textbooks, and students are impressed to a depth that no book or teacher can reach. Moral: Get speakers to come in now and then to say what you want to have said at the time you want it said.

Business teachers, if anything, are usually too willing to permit the occasional visitor to take up class time; there should be great emphasis on that phrase, "at the time you want it said"—which means that speakers must be planned for and scheduled just as carefully as you would plan for and schedule a motion picture.

Consumer classes can draw, with rich reward, on many community-resource persons: a credit man, who tells how to open a credit account and how and when to use it; insurance men, who define various phases of different kinds of insurance; a BBB representative, who tells what the bureau does; someone who tells how advertising helps consumers; and so on. As for a film, each speaker's presentation must be preceded and followed by discussion.

The social studies stress attitudes, understandings, and appreciations. So do we in consumer education. Many of the techniques that have developed in social studies are therefore directly applicable to our classes. Just ten are listed here. Doubtless each is familiar to many readers; but each is worth reviewing if only as a check list of ideas to consider when next you want a change of pace.

These techniques are useful also, of course, in other business studies (like law and general business and geography) where emphasis is on mastering principles instead of facts.

6 Charts and Graphs

CHARTS AND GRAPHS of many kinds are used extensively in social studies; they can be used just as extensively in consumer studies. Particularly valuable (and free to the teacher who asks to be put on the mailing list) are the "Road Maps of Industry" issued weekly by the National Conference Board, 247 Park Avenue, New York 17, New York. These cover many different subjects, such as division of the consumer dollar, average family incomes, etc.

But even more valuable are the charts and graphs that your own students can—and often should—prepare to summarize committee reports that involve statistics; none of us can remember numbers, but we *can* remember the nature and direction of trends, when made graphic.

Such charts, intended only for temporary use, should not be so elaborate as to require a lot of time to make—indeed, the most successful use of the chart idea is having the reporting student construct the chart right on the blackboard as a basic part of his report.

9 Scrapbooks and Notebooks

MAKING SCRAPBOOKS and notebooks is a favorite device of social-studies teachers, who know that such projects usually fascinate students, encourage wide investigation, sustain interest, and serve as direct means for individualizing instruction. Such projects serve no fewer benefits in the consumer-training class.

The consumer student can make analytical collections of advertisements; of labels; of kinds of fabrics and weaves; experiment reports—his own and others; news clippings appropriate to a specific topic, such as the rise or fall of the cost of living; and so on.

Or, he can make a notebook on any of a score of important topics, such as: a buyer's guide for a particular product; the kinds of insurance, their purposes and costs; clippings about legal cases involving consumer interests; a diary of consumer experiences; an annotated personal budget history.

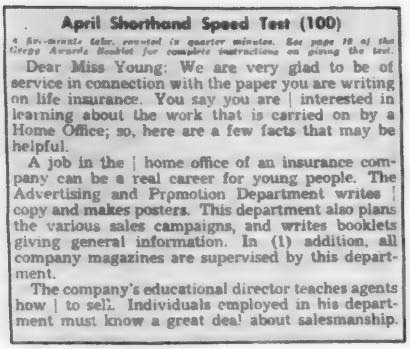
This much is true: the student who makes a scrapbook or notebook on a topic will plunge far deeper into it than he will through any other kind of assignment.

10 Displays, Demonstrations

MAKING A POSTER or other visual display can be extremely educational and developmental to the consumer trainee. Such a project is important to him; he usually rises to the occasion. The important aspect, of course, is not the finished product but rather the investigating and synthesizing of information basic to the display.

Thus, the student or committee that prepares a display of label and tag information will uncover a great deal of information in preparing the display. What does *preshrunk* mean? What does *Guaranteed by Good Housekeeping* mean? What does *Accepted for Advertising by the American Medical Association* mean? The display itself matters little other than its stimulation to the class.

Demonstrations are valuable in consumer education: burn tests on cloths and fabrics; weight tests; what questions to ask a salesclerk; how to analyze advertisements—these and other demonstrations do more than teach *how*; they also teach the importance of understanding, of knowledge, of wariness and confidence, and so on, and these are the fundamentals of consumer training.



April Shorthand Speed Test (100)

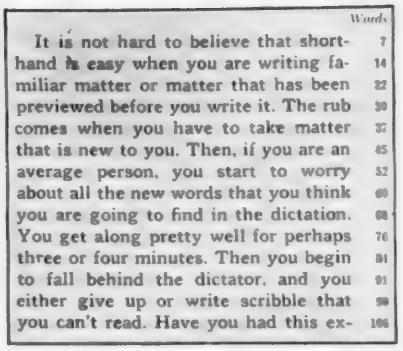
A five-minute take, counted in quarter minutes. See page 19 of the Gregg Awards Booklet for complete instructions on giving the test.

Dear Miss Young: We are very glad to be of service in connection with the paper you are writing on life insurance. You say you are | interested in learning about the work that is carried on by a Home Office; so, here are a few facts that may be helpful.

A job in the | home office of an insurance company can be a real career for young people. The Advertising and Promotion Department writes | copy and makes posters. This department also plans the various sales campaigns, and writes booklets giving general information. In (1) addition, all company magazines are supervised by this department.

The company's educational director teaches agents how | to sell. Individuals employed in his department must know a great deal about salesmanship.

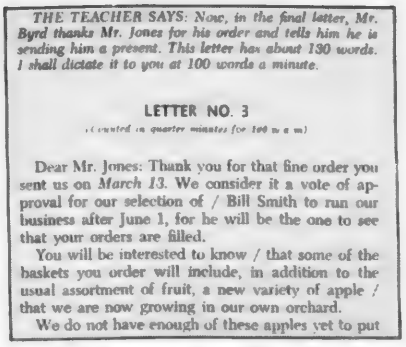
SHORTHAND—new 3-minute awards



Words

It is not hard to believe that shorthand is easy when you are writing familiar matter or matter that has been previewed before you write it. The rub comes when you have to take matter that is new to you. Then, if you are an average person, you start to worry about all the new words that you think you are going to find in the dictation. You get along pretty well for perhaps three or four minutes. Then you begin to fall behind the dictator, and you either give up or write scribble that you can't read. Have you had this ex- 106

TYPING—new 5-minute awards



THE TEACHER SAYS: Now, in the final letter, Mr. Byrd thanks Mr. Jones for his order and tells him he is sending him a present. This letter has about 130 words. I shall dictate it to you at 100 words a minute.

LETTER NO. 3

(Counted in quarter minutes for 100 w a m)

Dear Mr. Jones: Thank you for that fine order you sent us on *March 13*. We consider it a vote of approval for our selection of / Bill Smith to run our business after June 1, for he will be the one to see that your orders are filled.

You will be interested to know / that some of the baskets you order will include, in addition to the usual assortment of fruit, a new variety of apple / that we are now growing in our own orchard.

We do not have enough of these apples yet to put

TRANSCRIPTION—on trial

Gregg Announces Awards Changes For September

LAST SPRING the Gregg Publishing Division of McGraw-Hill Book Division, sponsor of the Gregg Awards Service, made one of its periodic surveys among users of the Service. Teachers filled in a long questionnaire that exposed every aspect of the awards program to their judgment. There were some contradictions, but the final tallies were decisive.

■ **New 3-Minute Shorthand Test—**

Teachers endorse the present shorthand program: (1) 5-minute speed takes and (2) theory tests, published in *Business Teacher* magazine; and (3) penmanship "OGA" tests, published in *Today's Secretary*. But teachers also made two insistent requests:

"Can't we have some encouragement for students who almost—but not quite—pass the 5-minute tests?"

"A 5-minute take is longer than businessmen usually dictate; can't we have two short takes instead of one long one in the 5-minute tests?"

• *Solution.* So, beginning next September, each 5-minute test will consist of two letters, to be dictated without pause. The vocabulary will be the same in both: the first will be an inquiry; the second, the reply to it. The first will be 3 minutes long; the second, 2 minutes. The student will take the whole test; he will transcribe it all if he can—but if he loses out on the second letter, he can still win an award for transcribing the first.

• *Values add up* as one evaluates the new plan. It enables the "almost" students to win recognition for creditable performance. It provides takes of normal business length. The idea of succeeding first on a short take, then on a longer one, conforms to modern pedagogy. More students will be able to qualify for a speed award by the end of the first semester, encouraging their staying in the course.

The tests will no longer motivate just a few top-notch students; tests will "reach" almost every student.

■ **New 5-Minute Typing Test—**

Again, teachers approved the present program: (1) the Competent Typist 10-minute speed tests on practiced copy, and (2) the "OAT" arrangement tests, published in *Today's Secretary*.

But teachers also said, "There should be awards for 5-minute performance—that's the length of our regular classroom typing tests." Most added also, "But, of course, a 5-minute test would have to be on new copy."

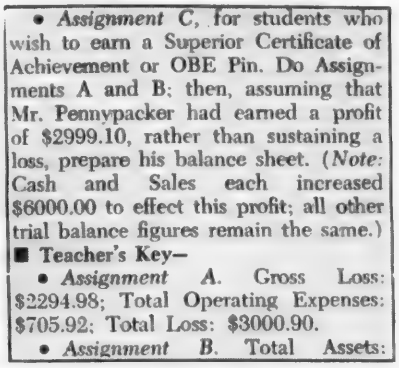
• *Solution.* Gregg has long issued four-page "Gregg Typing Test" leaflets consisting of a 15-minute-long selection of straight copy and the month's OAT tests from *Today's Secretary*. This leaflet is to be revised: the long selection will be replaced by *two* short ones of equated difficulty, for use in 5-minute writings. The student gets two chances—one on each selection—to win an award.

The leaflet, renamed "Typing Accomplishment Tests," will therefore consist of two straight-copy selections plus the OAT tests (which are to be revised into a production project)—a balanced examination, scorable for monthly or report-card grades.

■ **Bookkeeping Test Is Moved—**

Of the 12,000 or so persons who teach bookkeeping, only a third get BEW regularly; but all get Gregg's free teacher-service publication, *Business Teacher*. So, in view of (*a*) the tremendous endorsement of the program by its users, and (*b*) the virtually unanimous request of teachers who did not know of the program before reading its description in the awards questionnaire, the program will be shifted from BEW to *Business Teacher* in the fall.

• *To please BEW subscribers*, there will be something special introduced in that magazine: a series of ready-to-duplicate *objective* bookkeeping examinations. They will be topical tests and therefore suitable for use with *any* bookkeeping textbook. Answers and scoring will be provided.



• *Assignment C*, for students who wish to earn a Superior Certificate of Achievement or OBE Pin. Do Assignments A and B; then, assuming that Mr. Pennypacker had earned a profit of $2999.10, rather than sustaining a loss, prepare his balance sheet. (*Note:* Cash and Sales each increased $6000.00 to effect this profit; all other trial balance figures remain the same.)

■ **Teacher's Key—**

• *Assignment A.* Gross Loss: $2294.98; Total Operating Expenses: $705.92; Total Loss: $3000.90.

• *Assignment B.* Total Assets:

BOOKKEEPING—moved to BT

■ **New Transcription Test—Maybe—**

Through the years, Gregg has experimented with one kind of transcription-award program after another; none has been outstandingly successful—possibly because transcribing skill emerges too late, possibly because not enough schools have transcription courses.

A variety of transcription programs was outlined in the awards questionnaire, the program selected by the teachers as most likely to be "what we are looking for" is the one presented experimentally in BEW's March, April, and May issues.

Whether the program will be continued or modified again will not be known until after June 20, the cut-off date for using the experimental tests.

A new *Gregg Awards Booklet* that summarizes the 1954-1955 awards program will be issued sometime this summer.

This material is condensed from a report by four Pennsylvania DE leaders — Chairman Thomas E. Miller, Pittsburgh; Katherine Barber, Erie; Lemuel C. Dodson, Uniontown; and Charles W. Steadman, University of Pittsburgh—who made a canvass of the problems facing the state's DE co-ordinators and then a second canvass to see whether and how the problems were being solved.

Fundamental Problems in Distributive Education

Problem A: *Getting the stores to provide working stations and the minimum number of working hours during stores' slack seasons.*

This is probably the most common problem facing DE co-ordinators and is difficult to answer. Employers need to be shown that an irregular working schedule makes it impossible for the student to achieve utmost benefits from the co-op work program, for parents and school officials are apt to question irregularity in working schedules. Some stores use DE students in nonselling capacities during slack periods. It would seem proper that students should not be placed in stores that will not agree to employ students for the full minimum-requirement period.

Problem B: *Getting merchants to assume more responsibility for training students on the job.*

Discuss individually with store personnel the purpose of distributive education—to supply training because many stores were neither equipped nor able to do the training—and show how you are trying to fulfill those purposes. As store personnel become aware of the basic function of our program, they will probably want to accept more responsibility in the training of students.

Problem C: *Getting merchants to be frank enough when evaluating students.*

The instructor would be wise to use employers' rating sheets only as a guide in making the official school record. Most merchants are likely to rate the student on his sales and his outstanding characteristics, good or bad. We co-ordinators realize that work habits, attitudes, etc., will play an important part in future success.

Problem D: *Getting enough students to fill the good openings available.*

Jobs and applicants can't always be made to balance, although every attempt should be made to approach a balance. Suggested avenues: Letters to parents, perhaps over the signature of the local Chamber of Commerce; more participation by DE students in school activities; items in local and school newspapers; etc. Actually, if employers are really specifying DE students, the situation is healthy.

Problem E: *Merchants' wanting students in at the start of the store lunch period.*

Except in instances of extreme emergency, continued early dismissal of a few students does not seem wise. Certainly, too, students should not be unduly hurried in their own lunch hour.

Problem F: *Finding more stations in which to place our students.*

Consider this your own biggest selling job: get busy and *sell* the DE plan; *find those stations.* When stores presently employing DE students are thoroughly sold on them, other stores will eventually be asking for them, too. One suggestion: you may be able to assign more trainees to the stores now co-operating with you.

Problem G: *Getting furniture stores to co-operate.*

This is probably a natural situation, for many furniture salesmen work on salary and commission. Too, many DE students may lack the mature appearance that furniture merchants believe to be desirable.

Problem H: *Getting students adjusted to an adult world and its responsibilities.*

Most co-ordinators and part-time employers agree that DE students *act* more grown-up than other high school students of similar age; but the ability or willingness to accept responsibility does not always keep pace with behavior. We can do much in the classroom by making our assignments—whether reading, study, preparation of a merchandise manual, etc.—specific and reasonably brief, and by insisting that they be done accurately, neatly, and promptly.

Problem I: *Keeping students from quitting jobs without proper reason and without proper channelization.*

This does happen. It is lessened when definite rules are established at the very beginning of the school year. They should be duplicated and put in the hands of each trainee; they should be reviewed periodically. Keeping a permanent record card for each student will help, too, if students realize that the record may someday be very important to them and if employers realize that it is there for their reference.

Problem J: *Winning co-operation of other teachers.*

Be sure to attend all faculty meetings and affairs. Be sure to carry your full share of extracurricular activities. Offer your own co-operation generously. Ask other faculty members to help you in some phases of your own teaching and counselling.

Problem K: *Keeping students from working in the afternoon when they have missed school in the morning.*	There should be a hard and fast rule that a student who misses school in the forenoon does not work in the afternoon. Exceptions should be approved by the co-ordinator. Employers are not interested in students who break rules; most employers are willing to have the student taken off his job, for a while, as a penalty.
Problem L: *Getting students to reveal their in-school and on-the-job problems.*	Certainly every co-ordinator is, and must be, a counselor, who holds the personal problems of students inviolate. We must be trusted, must be seriously interested. Our helpfulness does not always show; perhaps we need to emphasize our sincerity by telling more about ourselves. One device: periodically have students submit problems on unsigned paper as a basis for class discussion. Students usually like this plan.
Problem M: *Sustaining student interest.*	It is not easy to keep students stimulated, day after day, warm weather and cold; but this is the universal teaching problem, not just one of DE. The situation requires dynamic instruction. Plan to have field trips, tours, out-of-town trips, outside speakers, meetings, social activities, lesson variation, visual aids, etc.
Problem N: *Winning respect in the school.*	There is much you can do here, such as trying to guide better students into the program, maintaining reasonably high standards, getting internal publicity for the accomplishments and activities of DE students, etc.
Problem O: *Keeping DE from being a "dumping ground."*	Every new vocational course goes through a dumping-ground period until pupil selection gets on a sound basis. Remember that we can do much for those who are dumped into our hands; nevertheless, we must try constantly to upgrade our products—and upgrading (as every manufacturer will tell you) starts with getting and using better material.
Problem P: *Acquainting everyone with the value and accomplishments of the DE program.*	It is important (for the preceding three problems, if no other!) that the school, the parents, the merchants, *the whole community* be aware of what the DE program tries to do and of its successes in that attempt. There is an endless list of things one can do for good public relations, such as inviting other classes to share in the viewing of your films, talking DE constantly and encouraging your students to do the same, running a DE news column in the school paper (possibly even in the community paper), holding a DE assembly program, getting publicity with window displays or a DE news sheet, etc. Best of all—do a superior job of teaching.
Problem Q: *Justifying the program in a small community.*	If your school has enough students to meet the minimum requirements of your local school board and enough jobs available for those students, then the service your program renders is its own justification.
Problem R: *Placing students in small stores.*	If you are sure the merchant has room for another salesperson, then your problem is the basic one of selling him on the value of the student you can provide. Sometimes a principal can talk to the merchant, too; at least, get him to come to the school and give a talk on small-store operation—which interests him in the school.
Problem S: *Replacing the student who has failed on the job.*	When the co-ordinator has his finger on the pulse of the situation and has won the full co-operation of the employer, there should be very few job failures. Failure always indicates that a more careful selection, placement, and follow-up of students is necessary—perhaps for the whole program, certainly for that particular station.
Problem T: *Convincing students that the pay is adequate for the work.*	This problem ranks second in the number of times it is mentioned. We must remember, and we must remind our students, that the DE program is not a plan for making money but a plan for obtaining invaluable training while still in school. No amount of arguing will convince people that they should work more for less pay.
Problem U: *Satisfying students who dislike working more than one night a week.*	There are few instances when students are asked to work more than one night a week; when this situation comes up, the co-ordinator would be wise to find out whether another student might like to change stations. Some students want the extra work.
Problem V: *Winning the co-operation of the guidance personnel in the school.*	Interpreting, explaining, even *selling* the DE program to guidance people is a *must* for the DE co-ordinator. Helps: Talk with the guidance counselor and principal; prepare DE bulletins for distribution; prepare a DE-review homeroom program for others; invite the guidance personnel to visit your classes, "spend a day with me"; have interested merchants talk with guidance personnel.
Problem W: *Helping students make up missed time or work.*	When a student can blandly say, "I do not have to stay after school, because I work," the co-ordinator knows *he* has to pitch in and work! Students *should* make up their work; they can come in early, stay after others have left, do extra written work at home. If necessary, it is wise to arrange with the employer for the student to stay in school for an afternoon.

FAVORITE DEVICES IN TEACHING BOOKKEEPING:

Vocabulary Boosters

DR. LLOYD L. GARRISON, Oklahoma A. and M. College

A MAJOR PROBLEM in first-year bookkeeping is mastery of the numerous technical terms. The problem is made complex by the fact that these technical terms include many ordinary, common words that have unique meanings in bookkeeping usage. The student must learn these terms and their meanings if he is to understand and apply bookkeeping principles.

There are many desirable ways by which the teacher may deal with the vocabulary problem. He may prepare lists of key terms to be presented at the introduction of each new unit. He may teach technical terms by illustration and association rather than by rote memorization. He may "preview" each term just before it first appears. He will want to be very consistent in his own usage of such words.

In addition, there are learning aids and devices that, although used less frequently, can stimulate and motivate students in their vocabulary study. Three of these are explained here. Each has a game quality that appeals to learners. Each is simple enough in construction and purpose for students, after once trying these devices in class or in club meetings, to be able to fashion parallel problems of their own.

■ **Device No. 1: "Scramblegrams"—**

The challenge of riddle solving is put to work in this device. It is not especially new, nor is it the invention of the writer; the idea has been used several times by Milton Briggs in BEW bookkeeping contest problems [*examples*: November, 1950; March, 1952].

This device may be used in many bookkeeping learning situations and in varying degrees of difficulty. A list of account titles may be scrambled, with instructions for students to unscramble or classify them in their major categories. Scrambled balance sheets or profit and loss statements may also be used, providing students with the challenge of straightening them out. The most common arrangement, probably, is that of matching scrambled bookkeeping terms with their respective definitions.

Here is an example of this device, using some of the terms that will normally occur in the first few days of the bookkeeping course. In the left column are ten definitions, and in the right column are ten scrambled terms; the object is to unscramble the terms and match each with its correct definition. This is done by matching the lettered scrambled terms with the numbered definitions, or by having students write the technical terms on separate sheets in the same order as the given definitions. The scrambled terms may themselves be presented in many different forms; the first term, *ledger*, for example, might also be presented as *gerled*, *delreg*, *degler*, *edgrel*, and so on.

Definitions	*Scrambled Terms*
1. Left-hand side	a. eedglr
2. Anything owned of value	b. ginopst
3. A group of accounts	c. ajlnour
4. Right-hand side	d. bedit
5. Process of transferring journal entries to the ledger	e. abiiillty
6. Amount that is owed	f. aabceeehlnst
7. Book in which the first record of a transaction is made	g. aesst
8. Owner of a business	h. eioopprrrt
9. Itemized statement of what is owed, owned, and net worth	i. cdeirt
10. One to whom a debt is owed	j. cdeiorrt

KEY: 1. debt (*d*); 2. asset (*g*); 3. ledger (*a*); 4. credit (*i*); 5. posting (*b*); 6. liability (*e*); 7. journal (*c*); 8. proprietor (*h*); 9. balance sheet (*f*); 10. creditor (*j*).

The terms should be fairly easy to decipher, so that students do not spend a lot of time unscrambling them; the purpose of the device is to add novelty, not the burden of extra work, to vocabulary study.

■ **Device No. 2: Concealed Bookkeeping Terms—**

Students can make quite a game of discovering bookkeeping terms concealed in the words of ordinary sentences. For example, do *you* spot a bookkeeping term in this sentence, "They are spending the season at their winter estate?" The term, of course, is ***interest,*** appearing in "their w*inter est*ate." Having students find such terms does not teach their meaning; but, as in the case of scramblegrams, searching for them now and then adds novelty to vocabulary study and makes the students alert to bookkeeping terms. To be of more value, each term discovered should be defined or discussed.

Students will enjoy working with these:

1. The little *tot al*most fell from the swing.
2. John was thrown *out, standing* only two feet from home plate.
3. The meeting had to ad*journ a* little later.
4. The players *led* Gerry off the field.
5. Vin*cent Price* did *not* elect to star in it.
6. It was a very *costly* victory.
7. Did *Bud get* what he was looking for?

Hidden-term sentences can be used in various ways. Students can be instructed to find as many terms as possible from a mimeographed sheet of such statements, either as homework or as a class exercise or a game for a club meeting.

As a novel opener to a class period or as an introduction to the day's activities, a teacher can ask, "Can you

find the hidden bookkeeping term in this sentence?" pointing to a sentence on the blackboard.

■ **Device No. 3: The Bookkeeping "Puzzlegram"—**

This is a device that looks like a crossword puzzle but is much easier to work and consists wholly of bookkeeping terms. It provides a challenge and a contest for students while learning or reviewing bookkeeping vocabulary.

The illustrated puzzlegram consists of 34 terms. Students will encounter most of these in their first year of study. Other puzzlegrams can be constructed containing additional terms, or terms more applicable to a specific class or a certain community. Puzzlegrams are not difficult to make; it is very easy to make one containing ten or twelve terms for a specific unit or chapter. [Dr. Garrison presented two other puzzlegrams in the January, 1953, BEW—*Editor*]

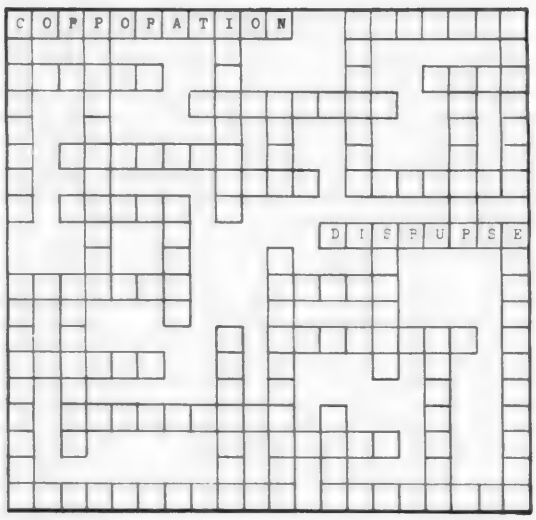
Careful directions and instructions for solving the diagram should be given, of course. The goal is to fill in the diagram with terms that fit the definitions listed. The key to a satisfactory solution is *the number of letters* in the defined term. The definitions are therefore listed according to the number of letters in the terms being defined, and spaces are provided in the diagram for words of that length.

For example, in this diagram, one of the 11-letter words, *corporation*, and one of the 8-letter words, *disburse*, are already entered—it helps students to have two key words to start with, as clues. The word *corporation* gives clues to three more terms—the first letter of an 8-letter word, of an 11-letter word, and of another 8-letter word. These additional words give key-letter clues to other terms, and so on throughout the diagram.

If students are stumped momentarily in working from *corporation* as the starting point, they may shift to the word *disburse* for new clues.

Work should be done from the diagram, selecting from the definitions words of the specified number of letters, as needed. As each definition is used, it should be checked off to avoid reading it a second time or trying to use it again; each term and definition are used but once.

TRY THIS VOCABULARY-BOOSTING BOOKKEEPING "PUZZLEGRAM" YOURSELF



4-Letter Words (*See key, page 53*)

- ☐ To vend or to transfer something to another for a price
- ☐ Term used in describing accounts that record actual values
- ☐ Any device, such as a folder or cabinet, in which business papers are systematically arranged
- ☐ Term used to describe an account in the ledger that has a balance; the opposite of closed

5-Letter Words

- ☐ Anything of value that is owned
- ☐ Type of commercial discount from list prices that retailers normally receive
- ☐ The relationship between the current assets and the current liabilities, called the current .....
- ☐ The first term of the name of the form or statement that lists the titles and balances of the ledger accounts

6-Letter Words

- ☐ Units of equal value into which the capital stock of a corporation is divided
- ☐ The right side of an account
- ☐ Term used to describe a ledger with an account for each item of raw material (also a place where goods are sold—plural)

7-Letter Words

- ☐ Term used to describe the charge that the bank makes to a depositor each month to cover the cost of clerical work and supplies
- ☐ Term used to describe insurance premiums paid in advance
- ☐ Costs of operating a business (singular)
- ☐ Term used to describe a note that has become due—a form of the word "maturity"
- ☐ To put money in a bank account
- ☐ A person who is a member of a partnership
- ☐ Term used in describing accounts that record income, cost, and expense items. Such accounts are closed into the profit and loss account at the end of each period
- ☐ An allowance made by the government or a business to those who have retired from service
- ☐ The process of transferring journal entries to the ledger
- ☐ The journal in which miscellaneous current entries are recorded, those that cannot be recorded in special journals

8-Letter Words

- ☐ Person to whom a business sells
- ☐ Money paid for the use of money
- ☐ To subtract or deduct; the effect of a credit to an asset account
- ☐ The amount received for a note after the bank has taken the discount
- ☐ The fundamental bookkeeping .....
- ☐ To pay out or to expend (This term is already recorded in the puzzlegram. *Do not enter it again.*)

9-Letter Words

- ☐ One of the special journals
- ☐ The card that a depositor signs when opening a checking account at the bank

10-Letter Word

- ☐ The owner of a business

11-Letter Words

- ☐ A form of business organization created by state law and having many of the legal rights of individuals (This term is already recorded in the puzzlegram. *Do not enter it again.*)
- ☐ A form of business organization in which two or more persons combine property and skills and agree to share in the profits or losses
- ☐ A person owning one or more shares of the capital stock of a corporation
- ☐ An important part of every journal entry

An outstanding teacher discusses her philosophy—and techniques:

Challenge in Teaching Shorthand

SISTER M. THERESE, O.S.F.
Madonna High School
Aurora, Illinois

THE philosopher's fundamental questions are whence? whither? and why? Seeking the answers to these questions gives him perspective, a set of values, criteria by which to guide his actions. Shorthand teachers, if they would be challenged anew and would find new zest and success in their work, might well apply the same basic questions to their role as teachers: *whence* comes the successful student? *whither* is he going? *why* is he going there?

Perhaps we already know the answers. But between the knowing and the doing lies the challenge that burns itself across the pages of our 1954 world.

■ **What Makes Students Successful?**—A scientific formula for developing a successful shorthand student has not yet been devised, principally, I think, because people have never asked shorthand teachers for their formula. Were you to ask this of me, my unhesitating answer would be: Students Co-operation + Enthusiasm + Teacher Encouragement = the Successful Shorthand Student.

Not a very revolutionary formula, but a very practical, a very basic one, without which nothing can be achieved. Whence comes the successful student? The formula provides the answer.

• *The Teacher.* Might I be so daring as to say it thus: The *successful shorthand writer* is the *student of the successful shorthand teacher.* So much depends on the teacher; he is the X quantity in the formula. For, no class ever rises above its teacher; no class is enthusiastic, interested, or efficient unless its teacher is so first.

Every teacher knows well the truth that nothing succeeds like success. We whose work it is to make our students succeed must see that they have success—even in their failures, we must help them salvage some measure of success—not to give them a false sense of accomplishment, but to help them feel that wondrous self-confidence that is the beginning of learning. We must ourselves emanate self-confidence; we must be able to *prove* to students that shorthand and transcription are skills to be dared, to be reached for.

Sister Therese . . . her seniors get 150 wam . . . and the will to work

• *Demonstration.* How does the teacher inspire confidence? He *demonstrates.* There is a thrill in watching a fine shorthand writer take dictation; so, we must let students watch us as we write on the board, let them try to keep pace with us; we must let them watch us transcribe, let them have success by emulating our efforts.

•, *Reading Shorthand.* What demonstration is to the building up of correct forms, fluency, and confidence, so reading is to building a shorthand vocabulary. For, the more shorthand a student reads, the more he will write and the more he will be able to transcribe. We must encourage our students to read much shorthand, and on many subjects, thus increasing their vocabulary by the constant meeting of new words and the constant need to think out forms for words that they have not yet met in their assignments.

An essential part of each out-of-class assignment is the reading of the lesson. The students in our school are instructed not to write their shorthand assignments until they have read the lesson *four times*—and even more, if they find it necessary. With the outlines thus engraved on their minds, their first writing of the lesson meets with success that is in itself encouraging. Each student is required to read her homework in class; she is graded, and she knows that she is graded, on the fluency and accuracy with which she reads.

As soon as she has read, she takes the dictation of the others in the class as they read. In the beginning, the students find this rather difficult; but soon their patience begins to show dividends in the facility with which they read and write their notes during class. This method, incidentally, enables us to take care of individual differences: the slow student is the winner when it comes to repetition—it helps him especially.

• *Building Speed.* We urge students to write rapidly from the start, lest they draw outlines and impede their own progress. They are incredulous at first when we tell them that they can write at 120, 140, or 160 words a minute; but they are pleasantly surprised when they find that, after a short preview, they actually *can* achieve such speeds—for a minute.

We use the one-minute plan of pyramided speeds very successfully. First, we preview the material on the chalkboard, so that the rough spots are smoothed over and the students will be able to get through that minute with satisfactory accuracy and speed. After reading back the dictation, I take the same work again, 10 w a m faster—and the students are encouraged to see their pens flying so swiftly and are willing to attempt it again and again, at higher speeds. We use this plan until the students write a series of one-minute takes at 120, 130, or 140 w a m; then comes the five-minute test.

(I am tempted to strike out the word *test*, since the very mention of it freezes both student and teacher. That is why I see to it that my students are writing at least 130 or 135 w a m before I give the 120 five-minute test. I find that taking sample tests is also a help in conditioning students to the "feel" of the 120-w a m tests.)

■ **"Whither" Means High Standards—**

Our students are training for office employment. If they are to meet the demands of the modern business office and progress in their careers, we must set our standards high and maintain them. We must guarantee that there will be little or nothing new and confusing to them in the positions they will find after graduation. The standards of the business classroom must be standards that they will be expected to meet in the office. Even the atmosphere of the classroom must take on the air of the business office, where speed, accuracy, and efficiency are key words.

• *Requirements Posted.* So, our students see their shorthand requirement for each year written on the board at the outset; they know how high to aim.

Our junior shorthand classes aim at writing 60 wam by the end of the second semester; the seniors, 125 wam. These rates, however, are minima; our seniors usually leave writing 140 to 160 wam for five minutes. Our goals are not unreasonable or too high, for all of us know that actual business letters are harder than classroom dictation and that the 100-wam classroom writer is capable only of 85 or 90 wam in the office.

• *Transcription.* Our transcription classes are organized on a business-office pattern; as much as possible, our program follows the schedule of activities common to many of the offices in which our students will occupy desks in years to come.

The first transcription lesson begins with a demonstration by the instructor; students see that transcription requires not only the ability to *read* their notes but also the ability to type from them a correct transcript of the material. We have found it wise to stress from the very first transcription lesson that—in business fashion—a *correct* transcript includes not only a correct typing of the message and the neat arrangement of the letter but also accurate spelling, punctuation, grammar, and proofreading.

(It is because of these latter aspects that it seems advisable to me that, in fairness to the student and to his future employer, only the student who can maintain at least an 85 per cent average in English should be permitted to register for transcription classes. Almost anyone can learn shorthand, but only a limited number of technically informed students can transcribe notes adequately. Transcription is a *thought* process; it demands intelligence.)

• *To build students' confidence* even while establishing a basis for sound transcribing techniques, we do much in the early transcription lessons to assure student success. We use familiar letters that stress only the simplest processes and rules. Students are not forced to cope with complex situations until they have mastered the ability to transcribe from shorthand notes evenly, fluently, and correctly. A sample aid: their first letters have a word count indicated at the end of each letter, to facilitate letter placement. More aids: generous previewing of each letter before dictating it; reading the take several times, to set it firmly in students' minds before they try to transcribe it; discussing spelling and punctuation problems. Our objective is to remove every deterrent to fluent transcribing; when we give the *go* signal, we want our students really to be able to *go*, and fluently.

There is a double weaning necessary as the course advances: gradually fewer and fewer of these teacher helps are injected; and gradually more and more new, unfamiliar material must be introduced. But neither of these steps should be taken (or, in our school, *are* taken) before the students have mastered well the transcribing techniques they should employ. With a foundation that is solid and correct, the development of independence and of higher and higher speeds is just a matter of time and patience—and of *teacher encouragement*, that essential but oh! so neglected teaching technique.

The student whose work could be put on display needs no artificial motivation from tests or teacher; she is her own proud motivation. The student who knows her letter is a mailable one, a letter that her teacher would not hesitate to sign—she is the student who will succeed (indeed, already has).

• *Office Situations.* The student is in this particular class group only so that some day she may take her place in an office. The instructor who forgets that fact, who separates his business teaching from the office, is forgetting the answer to that all-important question, "Whither the shorthand student?" She goes into an office, becomes part of a business, serves as an administrative assistant, expedites the processes of the firm.

Those situations that may airse in the ordinary routine of the business office should be brought into class, so that the students may learn, under direction, how to meet them. Thus, our school provides training in machine transcription, in telephone and switchboard technique, in duplicating, in filing, in billing, in comptometry—each directed to give the learner experience in the skills she will need in her future work. No less important are the fine points of courtesy, poise, efficiency, and neatness, which we teach through actual practice, spoken and written. We discuss the relations of employers and employees, the *how* of getting a job, the conduct of one who will work in an office.

■ **"Why" Involves Moral Principles—**

There are shorthand students . . . and shorthand students. Among them are young men and women who are intelligent, alert, sensitive to the needs of the times in an ever-widening world.

To a world where cut-throat competition is a rule and where shoddy business practices are principles of action for some, the fully trained shorthand student brings a banner of morality and ethics. She is, in a way, a redeemer, bringing to her niche in her world the justice in which that tranquillity of order which is peace may exist.

We know that the workingman's world will be saved only by the workingman who is conscious of his duty to the demands of social justice. It is up to the teachers of tomorrow's workingmen—including tomorrow's office girls—to see that this consciousness is developed in them.

• *In my own Madonna classes* I have used, and with heartwarming success, selections from the social encyclicals as material for students' daily shorthand practice, in lieu of some of the regular business letters. The constant repetition of words, phrases, sentences, so necessary in mastering shorthand, is bound to leave an impact on students' minds that will always remain. The students are indirectly assimilating ideas that are bound to have consequences, ideas that we hope will be explosive forces for good.

• *Other teachers,* too, I am sure, find ways to stress the difference between the bad and the good—the bad and the good of business principles, as clear-cut and decisive as the bad and the good of a transcript.

• *Who can measure* the impact of the ideas that direct the thinking and the acting of an office worker? Who can chart what good he has done? Who can see the result of that terrifying explosion of ideas that we know can and will renew the face of the earth?

Few teachers ever see the results of their instruction; most teachers cannot mark down in figures and graphs the effect of their teaching. But they can experience, with a pride that is strangely humble, what it means to be the guide, the educator, the mentor of the ever-growing army of young men and women whose social consciousness will take the kingdom of this world by storm. For, certainly, we know that only the violent will bear it away.

■ **Challenge in Teaching Shorthand—**

Challenge there is, in a giant's measure. Challenge to make our shorthand students well trained in their skill. To make them well versed and competent in their future duties. To make them—most important of all—standard bearers for ethics and justice and social responsibility.

How to Overcome Common Problems in Your Secretarial-Practice Course

DR. CHARLES B. HICKS
Director of Secretarial Studies
College of Commerce and Administration
Ohio State University, Columbus

IN THE five preceding issues of this magazine, discussion in this series has centered on the five problems that teachers of secretarial and office practice most frequently cite as troublesome.

The January article indicated what equipment is necessary for a sound course—and how to get it. The February article outlined ways to organize instruction and set up a rotation plan for using your business machines. The March issue suggested numerous ways to stimulate students' interest in their work. In April, ways and means of organizing group projects were reviewed and a long list of typical projects was included with the discussion. Last month included suggestions for meeting individual differences.

Yes, those are the basic problems; but there are many others. The purpose of this article, last in the series, is to face these other problems:

TIME: "I can't cover all the material"

NO ONE CAN. Even in a full year, no one covers all he would like. So, from the outset, take a serious view of your course objectives—too broad? Are you trying to teach in one semester a whole curriculum of secretarial or office training? The goal of your course is to give practice in what a secretary should know and do; what your students don't know or know how to do is what makes up your course.

- *So, find out* what "meat" is basic for your course. If necessary, make your first class project the finding out of what your students will be expected to know and to do when they apply for a position; then narrow your course to those job requirements.
- *Next, find out* which cuts of the "meat" you can omit. If your students type well, you can reduce the typing work. If your school has a course in filing, omit the filing unit. Make good use of the "pretests" in your workbook. Pretests help you by indicating which topics (1) can be omitted by all students, (2) can be omitted by some students, or (3) can be condensed considerably.
- *Shift some units* to other shoulders—if they'll take them. Much work in typing, shorthand, and transcribing can be absorbed in the regular course work in those subjects. Spelling, punctuation, and grammar may be reviewed in the English class.

Many desirable activities can be made extracurricular. Movies, office visits, speakers, for examples, can be functions of your secretarial or your business club.

- *Use group instruction* wherever you can—for all discussions, demonstrations, team practice, etc.
- *Re-evaluate the timetable* for using your machines. Instruction booklets for machines are organized into 10- or 20-lesson units, for their authors believe units of such length best fit your course plan; but the pat roundness of the number is a giveaway: most students can do the work in much less time, you will find.

If you seriously undertake to save time in your course, you will be amazed at how much you *can* save. But even so, you won't cover *everything*.

HOMEWORK: "How much of it should I give"

THERE IS no pat answer to this question; schools' policies vary too widely and courses, also, differ greatly. But, assuming that doing some homework is permitted—

- *Whatever will make* it possible for students to save time in class should be required *out* of class, as: detaching forms, assembling papers, making first drafts, preparing carbon packs, reading explanations, preparing extension figures, and so on.
- *Whatever is to be* the basis of a class discussion should be prepared outside of class: library investigations, textbook reading assignments, workbook pretests, all paper work.
- *Even in machines work*, students should read the directions closely before coming to class, so that practice can begin with the class bell.
- *Extra-credit exercises* should be done out of class: solving secretarial procedures problems, composing letters, undertaking projects.
- *Extra practice* in the use of machines, whether for added skill or for make-up work, must be provided somehow—which means that the machines laboratory must be open on a regular schedule for those who wish or need or can undertake extra practice.

The amount of homework will depend on two points: (1) what students expect of a full-credit course in your school and (2) how much interest and acknowledgment is provided by the assignments made. Of this you may be sure: the index to the amount is not the protest or lack of it but rather the *doing* or lack of it by the great majority of the students!

REPAIRS: "I can't fix the machines"

YOU AREN'T expected to. There are minor adjustments that every office-machines teacher should know about—what to do if a rotary calculator jams or keeps running, if a key cap comes off a machine, if a ribbon or tape does not feed properly, if paper slips in a duplicator—and this can be learned quickly from the person who installs or repairs the machine.

But in general it is well to leave repair work and servicing to the experts. If your school system is big, it will probably have its own service staff. The small school should have a service contract.

It is wise, of course, to prevent the need for repairs. The basic essential is the one universally practiced in typing rooms: machines must be kept covered when not in use (dust is the greatest saboteur of all machines) and should not be used by persons who do not know how to use them. Too, every machine should be gone over by an expert periodically—most teachers arrange for this each summer.

At the time machines instruction is begun, students should be told exactly what to do "in case" of any irregularity in a machine's operation. The teacher should have the appropriate telephone number at his fingertips.

FUSS AND BOTHER: "Too many details to take care of!"

THAT, of course, is what every businessman says—and explains why he has a secretary. And you—well, you have a whole roomful of secretaries. Like the businessman, you plan (*with* your secretaries) a detailed working schedule, which includes the things *they* will do and *you* will do, and then supervise the follow-up activities.

• *Example: a Demonstration.* You want the Friden representative to come to your class and put on the classroom demonstration that is that company's "speciality of the house." Plans include making the request considerably in advance, with the suggestion of one or two specific dates; reconfirmation a week before the agreed-upon occasion; and mechanical arrangement. All this is undertaken as secretarial activity, although the first contact is a letter over your name.

The "mechanical arrangements," as a discussion led by the committee in charge will develop, include whichever of these may be needed: special demonstration table or stand; supplies; electric outlets, extension cords; helping the visitor find the school or the room; prepping students on what to expect and watch for; room rearrangement; easels; lights; and so on.

• *Example: Supplementary Materials.* So much up-to-the-minute material is available that, certainly, a project that begins early and is sustained by committee relays is getting and using these materials. Again, a matter of plans and follow-up.

Planning starts with listing your course units and making an outline (of resources) which is suitable for all units. The outline includes such items as recent library acquisitions, action (or new-model) pictures, background articles, typical problems, instruction manuals, job sheets, office materials related to the unit, etc. A copy of the outline goes in your file folder for each topic in the course.

Next comes the actual gathering of the resources, which may be handled either as a committee (one for each topic) or as individual activity. All that is necessary, to make every student eagerly awake for valuable supplementary materials, is (*a*) to make it clear that extra credit is given to each contributor and (*b*) to set aside a specific period, perhaps once each month, for each student to bring in and report his loot. All materials go into the class file, much of it via the classroom bulletin board.

• *In Summary.* The "fuss and bother" is considerable if the teacher tries to do it all himself; but it is very easy to manage when the teacher realizes that taking care of the fuss and bother is the realest *real* problem he can present to his trainees. It is the experience of meeting such bona fide problems that trains secretaries. The teacher must supervise closely—but no closer than most businessmen do.

GRADING: "What is a fair basis for giving grades?"

THERE IS no pat, easy answer to this, either. Any answer has to be viewed in terms of your school's philosophy of grading. Is the final grade in secretarial practice to be considered an indication of how assiduously the student has tried—or how good a secretary he has learned to be? If a student becomes a master of procedures and knowledge but was ill when he should have been practicing the use of the full-keyboard adding machine, does he fail because of the void in his work?

Are the grades relative—that is, a few get good grades, most get average grades, a few get poor ones? (If so, what—if anything—do you do about students who came to the course with a running start over the others because of special skill or aptitude developed in previous courses?)

The writer uses a plan that is something of a compromise—but a successful one—that acknowledges achievement and effort. It may work for you.

• *I select a number of factors via* which students can accumulate a grade. Since I want percentage grades in my situation, it is possible for a student to make up to 100 per cent on each factor. We add up the per cents made on each factor, divide by the number of factors (we count them all, even though a student may not have made any effort in some of them), and so arrive at an average per cent. It is fairly precise; students understand it and accept it.

• *The factors that I use* cover the scope of our course. My students use six machines—four calculators, transcriber, and duplicator—and so they earn six percentage scores. The score on each machine is based on the best out of three tests on it.

A seventh score is based on a final test on all-over machine understanding, the kind of test that has questions such as "*Why* is one less than the subtrahend depressed on the key-driven calculator?"

Two percentage scores are earned in filing—one on the rules and one on general understanding of filing.

Four scores are earned on "textbook material"—that is, there are two tests during the course on background information gleaned from the text and class discussions; and there is a final test on office procedures, which counts double.

Ten scores are earned on application assignments. We have 50 assignments in our course; the student receives a percentage score for each five assignments that he completes.

Two scores are special. One is for extra projects undertaken and one is my personal esimate of the student.

Altogether, then, there are 25 possible scores covering the full scope of instruction; and the balance between performance and knowledge has seemed satisfactory. The students' percentage scores are averaged and converted to letter grades: 90 per cent, a minimal A; 80 per cent, a minimal B; and so on. Like other teachers, I consider effort, attitude, progress, etc., when I take a second look at my 89's, 79's, and 69's, to be sure!

• *The plan has merits.* Mechanically, it is easy to set up, to explain, and to handle. It is precise. The student is motivated to undertake extra work and to do extra machine practice before inviting each machine's tests. Responsibility for fulfillment is on the student. There is considerable opportunity for acknowledging extra contributions—the student who sends away for a booklet and contributes it to the class resource file gets an extra percentage point in his score on the related factor (which, in our case, has the effect of increasing his final percentage by ¼ point; students who do extra assignments, bring in many materials, etc., find that those ¼'s add up very rapidly).

In general, the plan enables the hard worker to get ahead—and encourages more to be hard workers.

Doctor Hicks, an Ohio State University professor and executive secretary for Delta Pi Epsilon, began this series on secretarial-practice teaching problems in the January issue. He is author of secretarial and other textbooks.

SCHOOL SERVICE: "Everybody's work except our own"

SOME business educators believe that the laboratory door to the secretarial- or office-practice room should be kept shut to the rest of the school—that the practice and discussions basic to the course are so important and so voluminous that requests to perform service to the school interfere so seriously with the learner's growth that they should not be permitted.

I do not agree.

I believe that school-service work provides an opportunity for work experience, in some regards better than that to be obtained by part-time or co-operative activities in a business office, because service work can be closely controlled by the teacher.

I *do* agree that controls are very important. A one-semester course in secretarial practice is a learning situation; doing "real" work is desirable so long as it contributes *specifically* to the learning situation. It is not desirable if it interferes with learning. The important thing, here, is for the teacher to set up procedures that guarantee that the experience is a contribution, not an interference.

• *Setting Up Routines.* There are many kinds of school-service laboratory work that our students can undertake profitably—assisting in the school office, acting as clerks or secretaries to individual teachers and department heads, duplicating tests, helping with forms work. The functions that students can perform include taking dictation, organizing files, keeping business accounts for school activities, answering and following up telephone calls, typing, and so on. Each of these experiences is valuable *if* it comes at a time when the student is ready to undertake it and *if* the person for whom the work is being done appreciates that his young helper is still a *learner*.

Obviously, then, orienting teachers and the administration is the first step. For this, an announcement, possibly one to be discussed at a faculty meeting, pointing out (1) that the worker is a learner, (2) that the work is in addition to all his other work, (3) that the worker must pass on to other things when he has learned as much as he can from this immediate experience, (4) what kinds of work can be done, (5) what provision must be made for scheduling work, (6) how the students' work must be evaluated, and why it must be. Emphasis is on the fact that the purpose of servicing the school is to help students *become* occupationally competent.

• *Kinds of Plans.* Different schools have different plans. In some, teams of students "stand by" in the laboratory, as their study-hall or other free periods make possible, as a kind of drawing pool. They do what work may come to the laboratory; on request, they go to the person who has work to be done. In other schools, the secretarial practice period itself is used as the production period, with the team having the day's duty handling all incoming work. In some, the students are assigned to the school office or to the teachers and, on a regular schedule, show up for their duties. There are advantages in each plan.

• *The mimeographed school paper* is without doubt the biggest headache in the secretarial service program. It should be made clear to the newspaper staff that the secretarial students serve simply as "the printer" of the paper. They can type, illustrate, and run stencils; they can collate and staple the job. They cannot be asked to gather, write, edit, and revise the news—that is "work experience" for the English classes.

And, like printers, the production team works on a tight schedule—one that correlates with the rotation schedule for learning to use the duplicator. Deadlines are firmly fixed, a deadline for each department, each feature, each page of the paper. So long as these guides are observed, doing the stencil work can be a very fine experience for our students.

If production of a school paper is included in the unit on the use of duplicators, the unit will probably need to be expanded from the usual 5 or 10 periods to 15 or 20, in order that the students get enough basic training before starting to apply it in duplicating the school paper.

It is probable, too, that more attention will need to be given to justifying margins, slipsheeting (so that the paper may be used on both sides), and stylus work. The A. B. Dick Company has a most helpful booklet on duplicating school papers.

MORE TYPING DRILLS . . . for Number Control

Third of a series of number-drill lessons you can duplicate as shown and use in your typing classes

MARY E. CONNELLY
Boston University
Boston, Massachusetts

THE SIGHT of a whole page of figure drills will make most students wince, or at least sigh—even if they have enjoyed the work provided on the pages of drills provided here in the past two months.

So, as you approach the use of the drills on the facing page, resolve either to give students such encouraging words as, "You will find these much easier than the ones we did before" (which is true), or to plan new ways to give the drills variety and spirit.

■ **The Warmup Drill—**

The first line, of course, reviews the reach path. The second line is special: it consists of five pairs of numbers, arranged in a sequence that students will quickly master and be able to type with much the same flare as they do their *a;sldkfjghfj . . . etc.* and for the same purpose—stroking fluency and sense of mastery. It is *one* thing related to numerals that the students will be able to type rapidly, once they catch its flow of motion!

After they have the feel of the pair-pattern line, have students prefix to each pair the $ sign, the # sign, and the other symbols, using a different symbol for each day's drill—preferably one required in the day's work. *Idea:* Let a different student each day suggest which symbol to use; doing this creates special interest.

■ **The Rhythmic Writing Drill—**

Have students type each line more than once. The first time, have them start in a fairly slow, measured cadence, all typing together (to put on keep-up-with-us pressure that eliminates hesitancy); the second time, increase the pace, but have students still try to keep together; the third time, it's every man for himself!

If the students do continue to hesitate, give short timed writings—of 12 seconds, 30 seconds, a minute—on the material, at first line by line and later on the group of lines together. Always tally the first and last effort in any such drive [as described here in January in the article by Dr. Fred Winger], because doing so provides encouragement and zest to the class.

Still another way of using this set of drills—as mentioned here last month—is for the teacher to dictate the word of a word-number combination, then for the students to type either the number alone or the word and number together repeatedly until the teacher calls the next cue word. The students and teacher both work from the copy, so that both know what number is cued and what cue word comes next.

This drill is also fine for 12-second call-the-throw drills, line by line.

■ **The Number-Guide Sentences—**

These sentences are the compositions of my own students, who found preparing them a most challenging and exciting experience (which, I might add, did much to stimulate their interest in number typing!). The numbers are cued by the words below them, of course.

Like other drills, these lines may be used in many ways—students may type several copies of each line of numbers (the words are unimportant, of course, there just as cues), may type them in paragraph style, may take 12-second or 30-second or 1-minute writings line by line or consecutively.

But after the material has been practiced rather generously and you have tried all your other variants, have students take a 12-second writing on the first line, with the words in full view; then have them repeat the writing, this time with the words covered up! Oh, they will slow down; but, if you let them try it several times more, they *will* push themselves hard to equal the first score—and many will do it.

(As soon as your students see these sentences, they will try writing some themselves. Then, duplicate their sentences and let the students practice from their own and their classmates' drills. It adds a lot of interest.)

■ **The Code Message—**

It is the natural outgrowth of the preceding drill. After students have typed the drill as a straight number drill several times, let them take a copy out of class, to "decode" what it says, which is: "Try to typewrite your report to your troop. We tore up your poor tree."

(Casual point of information: the word *typewriter* is the longest that can be written on the third row.)

■ **The Speed Sentences—**

When your students do the figure drills in most textbooks, the sentences of this type are usually loaded with many different digits. Here, only one digit is used in each sentence (except the last, which has two), thus providing a very reassuring experience to the student. Let him practice the reach to the number, to make sure of its location; then watch him whiz through the sentence!

These sentences, too, can be used in many ways. But this set of sentences is particularly good for intensive corrective practice on any number control known to be particularly weak. One of the writer's students thoughtfully did this: at the end of each practice period she ascertained her weakest figure control; then she typed several copies of the appropriate sentence as part of her warmup for her next class period; soon, it was hard for her to find *any* particularly weak stroke to practice!

The sentences are also especially good for a more sustained effort. Try letting your students take a three- or five-minute writing on this copy; you will find that, if they have been doing the other drills suggested, they will be able to type this material nearly as rapidly as straight word copy.

■ **A Final Suggestion—**

Instead of considering the typing of figures as the shadow in the typing classroom, make it the most exciting, diversified, and challenging kind of practice. Then you get results!

NUMBER CONTROL DRILLS (3)

1. WARMUP

d3 33 k8 88 s2 22 19 99 f4 44 j7 77 f5 55 j6 66 ;0 00 38 29 47 56 10
38 29 47 56 10 .. 38 29 47 56 10 .. 38 29 47 56 10 .. 38 29 47 56 10

2. RHYTHMIC NUMBER WRITING

	WORDS:
pip 080 eye 363 tot 595 pep 030 ere 343 wow 292 pop 090 tut 575 ewe 232	14
tip 580 pit 085 rep 430 per 034 top 590 pot 095 too 499 tee 533 wee 233	14
pry 046 try 546 wry 246 rye 463 roe 493 rue 473 rut 475 put 075 out 975	14

: : : : : : : : : : : : : :
1 2 3 4 5 6 7 8 9 10 11 12 13 14

3. NUMBER-GUIDE SENTENCES

	WORDS:
546 59 583 6974 4903 59 974 235 0834. 974 5433 4995 5943 70 6974 5843.	14
Try to tie your rope to our wet pier. Our tree root tore up your tire.	
23 24953 59 697 59 075 70 974 04903456. 6974 09234 2843 5943 974 5433.	28
We wrote to you to put up our property. Your power wire tore our tree.	
6974 233 07006 5943 974 533033. 57594 6974 595 04894 59 6974 5480. 23	42
Your wee puppy tore our teepee. Tutor your tot prior to your trip. We	
5943 70 6974 09234 2843. 546 59 046 70 6974 235 5843. 23 923 697 529.	56
tore up your power wire. Try to pry up your wet tire. We owe you two.	

: : : : : : : : : : : : : :
1 2 3 4 5 6 7 8 9 10 11 12 13 14

4. CODE MESSAGE

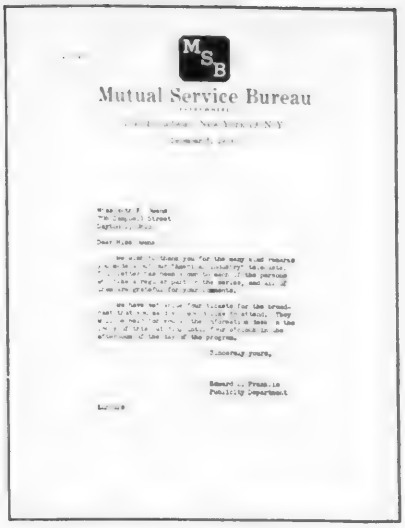
	WORDS:
546 59 560324853 6974 430945 59 6974 54990. 23 5943 70 6974 0994 5433.	14

5. SPEED SENTENCES

	WORDS:
The 2 men and 2 boys each had 2 shoes, 2 socks, 2 suits, and 2 coats.	14
All 3 girls bought 3 cakes, 3 cookies, 3 loaves, 3 pies, and 3 rolls.	28
His 4 sons had 4 bikes, 4 wagons, 4 skates, 4 sleds, and 4 footballs.	42
The 5 soldiers had 5 rifles, 5 revolvers, 5 blankets, and 55 rations.	56
Of the 66 women, 6 had 6 cans, 6 had 6 buckets, and 6 had 6 pitchers.	70
From the 77, count off 7 for you, 7 for him, 7 for her, and 7 for me.	84
The 88th group included 8 hale men, 8 sick men, 8 women, and 8 girls.	98
The 9 ordered 9 big meals with 9 courses at 9 o'clock; all 9 paid us.	112
On June 10, the No. 10 came in on track 10 at 11:00 instead of 10:10.	126

: : : : : : : : : : : : : :
1 2 3 4 5 6 7 8 9 10 11 12 13 14

Letter Placement by the One-Inch Judgment Method


Mutual Service Bureau

89 Words, Semiblocked Form

VIRGINIA D. HENNING, Edison Technical School, Seattle

JUDGMENT PLACEMENT of business letters is easy to learn. It is fun to teach, because the results are so gratifying. Students like it: it makes good sense to them, does not tax their memories with a maze of figures.

Placement by judgment is the *right* method. Watch an efficient secretary: she *estimates* the marginal-stop positions, date position, inside-address position. She does not try to determine actual word counts—just estimates from the length of her shorthand notes, or of the longhand or rough draft or printed copy with which she is working. She does not consult a placement table, or even think about one. She knows from experience "just about where" to place the letter.

Should not students learn and use this direct, positive, simple method? No other is so practical.

"But," the teacher asks, "how can judgment be *taught?* Don't you *have* to use a table or some kind of guide, at least for a while? *Can* students really learn to judge letter length and appropriate positioning?"

■ **Basis of the One-Inch Method—**

There is a method (known as the "one-inch method" because it is based on the easily attained skill of estimating how long an inch is) that *does* enable students to achieve correct letter placement without guides.

It consists of (*a*) consistently putting the date in the same position—usually two inches, estimated, from the top of the paper; (*b*) consistently putting 1, 1½, or 2 inches between the date and the inside address; and (*c*) consistently putting 1, 1½, or 2 inches in the side margins.

The method can be taught in a single class period; and after that, students will set up their letters attractively and automatically, and type them quickly. The lesson is divided as follows:

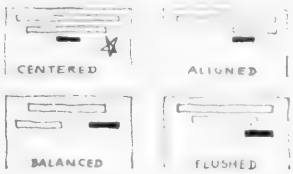
15 minutes: placing the date line
5 minutes: placing the address
5 minutes: estimating an inch
5 minutes: estimating margins
10 minutes: typing a letter or two

Caution: this method is so easy to teach and use that, once you try it, you are sure to keep on using it!

■ **Step One: Placing the Date—**

Begin by explaining to students that the date line *can* be placed in several different positions, but that we are going to standardize on just one position for the present.

A diagram drawn quickly on the chalkboard shows the different positions (put the date in colored chalk), and a star indicates the one to be used for the present, like this—



—so that students understand clearly why the date is to be centered.

• *Centering Date.* If the date is to be centered on each letter, as we do for the present, we can save time by setting a tab stop where the date will begin. So, we backspace from the center of the paper, to center the date, and set the tab stop. Next comes—

• *Dropping to Date.* For our first efforts, of course, we will use plain paper, which means that we must leave room for a printed letterhead. We must place the date about 2 inches from the top of our plain paper.

1. Have students put paper into the machine and turn it down 12 lines (2 inches). This once they count lines.

2. Place the paper under the bail. Note the approximate distance the paper extends above the bail—about a half inch, on most machines.

3. Now the teacher demonstrates how to insert paper and twirl it with one continuous motion so that the paper comes into the same position as the papers in the students' machines—a half inch above the bail. "A variation of a line or two is permissible," the teacher explains.

4. Students remove their papers and experiment twirling it into the same position. Many will be able to do this correctly the first time; some will need two or three attempts.

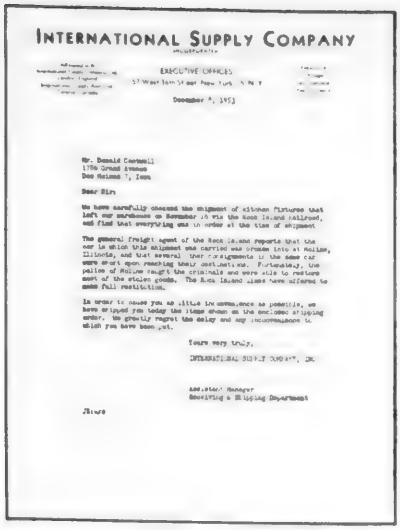
5. To verify the accuracy of their insertion, students roll the paper back, again counting the linespaces they left; those who find the paper is more than a line off try it again—only a few will need to do this.

6. Now, conduct a timed drill. Allow 20 seconds for the students to insert the paper, twirl it into position, tabulate to the starting point of the date, and type the date. Repeat this drill several times. Most students will be able to get the date typed in 15 seconds.

■ **Step 2: Placing the Address—**

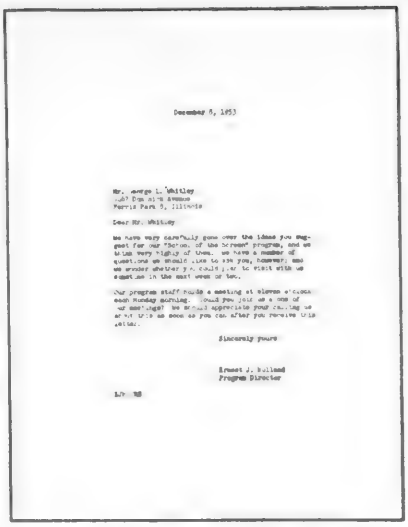
The space to allow between the date and the address can be remembered easily: about 1 inch for a long letter, 1½ inches for an average letter, 2 inches for a short letter.

Steps to learn how to judge these distances are similar to the steps in

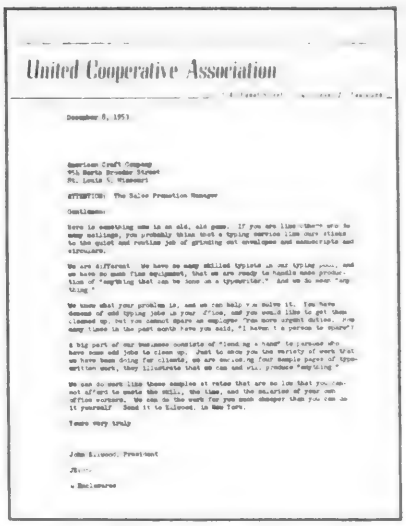


INTERNATIONAL SUPPLY COMPANY

154 Words, Blocked Form



100 Words, Blocked Form



United Cooperative Association

265 Words, Extreme Blocked Form

learning to gauge the distance from the top of the paper to the date. The students count the exact number of lines the first time, turning the cylinder knob away from them. They note that turning the paper down an inch—6 lines—brings the date just below the paper bail, that two inches brings the date about a half inch above the paper bail. Then they practice twirling the knob to bring the paper to this new position, using the paper bail as a guide.

These approximate judgments of space become automatic, and an easy twirl of the knob positions the paper for the typing of the date or address.

■ **Step 3: Estimating an Inch—**

The space to allow for the margins is exactly the same as the space allowed between the date and address: 1 inch for a long letter, 1½ inches for an average letter, 2 inches for a short letter. It is easy to make this clear with the use of a simple blackboard illustration:

The simplicity of this ratio is a big help; the student merely remembers, "If the letter is long, allow an inch; if short, double it."

Students can learn to gauge 1 or 2 horizontal inches as readily as they can learn to twirl for vertical inches. Have them practice this way:

1. Ask students to mark or draw a line that they think is an inch long.

2. Have them verify their estimate against the writing scale on the typewriter—12 spaces, elite; 10, pica. You will note that a majority of the students estimate their 1-inch line accurately even the first time.

3. Have them repeat the routine—draw lines, verify them—a dozen times; by then, they'll know they can depend on their judgment.

4. In the same way, have them estimate, verify, and practice on 2-inch lines, then on 1½-inch lines.

■ **Step 4: Estimating a Margin Inch—**

Confident in their ability to estimate an inch line, students will now easily estimate an inch space. Have them practice by putting dots 1, 1½, and 2 inches from the edge of the paper; then snapping both right and left margins into position for similar spaces. The routine is like the one they have already experienced—estimate, verify, practice again.

■ **Step 5: Putting Judgment to Work—**

Now the class turns to the placement of an actual letter; let it be a short one—under 100 words—for this first practice. Tell the class that it *is* a short letter, to verify that the tab stop for the date *is* set, and to set margin stops for a short letter. Then they insert their paper, twirl to the date line, tab to it, type it, and twirl to the inside address.

Now they type each part of the letter as you explain its features—the inside address, blocked. The salutation, preceded and followed by a blank line. The body, this first time with the paragraphs blocked. The closing lines ("Since we are going to type the letter again, class, let's set a tab stop at the center and block all the closing lines there"). The signature space. The reference symbols.

Now, a new sheet of paper. "Retype the letter!" You will be surprised: all will type the short letter in three or four minutes. All the letters are well balanced on the page. Judgment.

■ **Follow-Up Practice—**

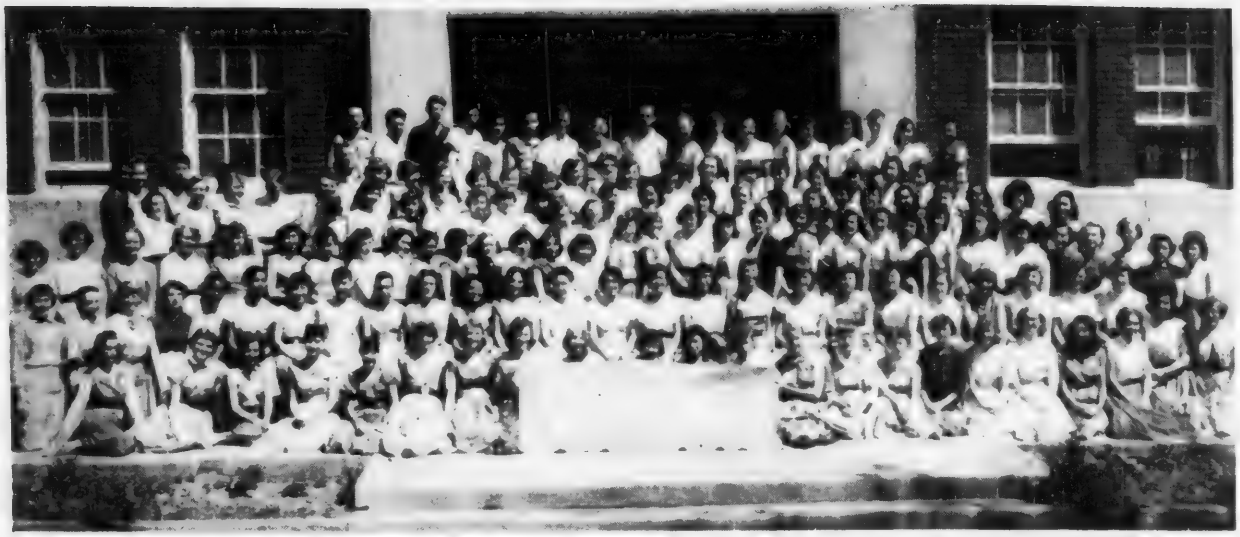
The foregoing is an excellent routine for initiating judgment placement of letters, whether to beginners or to students in advanced typing or transcription classes who have learned some other placement device. The presentation is not finished, of course.

• *Judging Letter Length.* Students need some drill, too, in estimating the length of the letters they are to type, for that estimate must precede placement action. At first, the students are given a crutch—the word counts—in the textbooks; but eventually they must learn to estimate the number of words in a dictated letter, in a draft, etc.

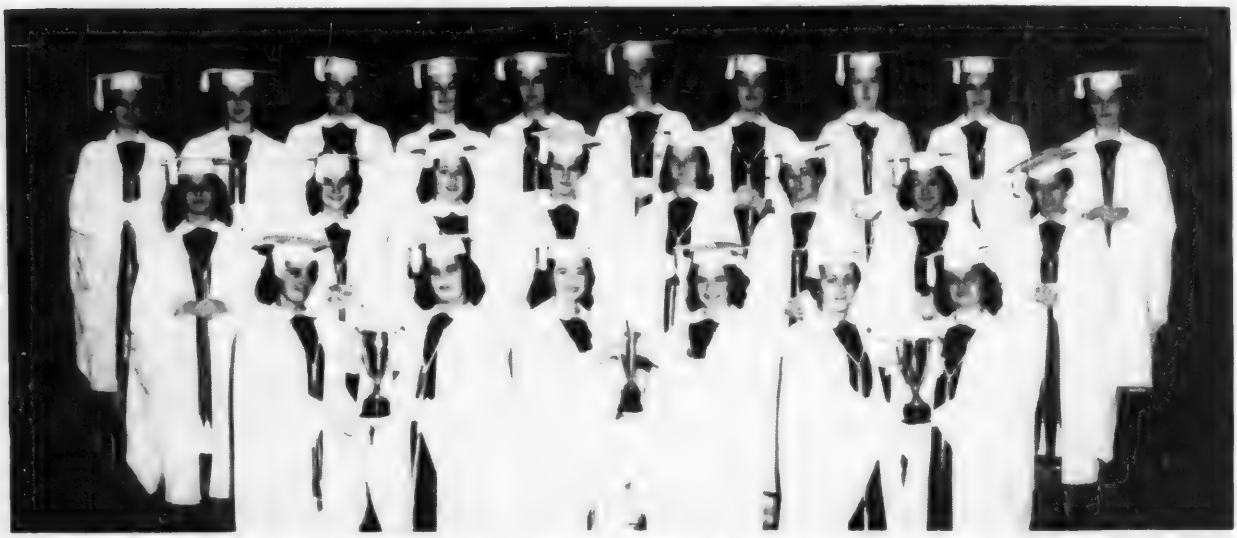
In general, students are wise to estimate the length of a letter by the number of paragraphs—a letter of one or two paragraphs with 3 or 4 lines or sentences in each can, for example, safely be considered a "short letter."

• *Modifying Letter Estimate.* Students must learn, too, that a short letter can be encumbered with enough "extras" for it to be considered an average letter; and, similarly, that an average letter may stretch out to a long one. Ordinarily, if four or more such features as a wider letterhead, extra-long inside address, subject line, attention line, enumeration in the body, list of carbon-copy recipients, and so on, are present in the letter, it automatically becomes the next larger size.

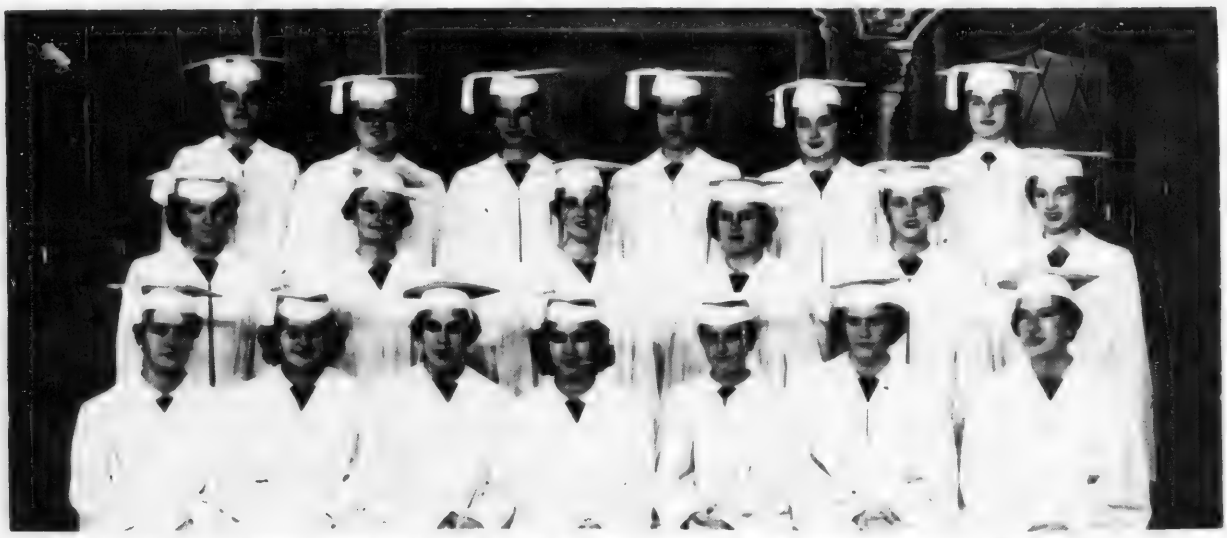
• *You will find* that positioning is fast and placement is accurate when students abandon letter-placement tables and use "one-inch" judgment.



FIRST PLACE Public High School Division Winners—Albuquerque High, Albuquerque, New Mexico



FIRST PLACE Parochial High School Division Winners—Holy Angels Academy, Saint Jerome, Quebec, Canada



FIRST PLACE Private School and College Division Winners—Queen of Angels Academy, Montreal, Quebec, Canada

Here are the results of the 17th Annual International Bookkeeping Contest. BEW says . . .

"Meet the Winners!"

MILTON BRIGGS
Bookkeeping Editor

■ **First-Place School Prizes—**
A Silver Trophy Cup to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Albuquerque High, Albuquerque, New Mexico—*Mrs. Marjorie Fox* and *Mrs. Kay Carmichael.*

• *Parochial High School Division:* Holy Angels Academy, Saint Jerome, Quebec, Canada—*Sr. M. Therese de la Providence, S.S.A.*

• *Private School and College Division:* Queen of Angels Academy, Montreal, Quebec, Canada—*Sr. Mary of Bethlehem, S.S.A.*

■ **Second-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Gastonia High, Gastonia, North Carolina—*Betty S. Mintz.*

• *Parochial High School Division:* St. Ann's Academy, Montreal, Quebec, Canada—*Sr. M. Rose Paulina, S.S.A.,* and *Sr. M. Madeleine-du-Calvaire, S.S.A.*

• *Private School and College Division:* St. Louis Academy, Lowell, Massachusetts — *Sr. Agnes-du-Sauveur, A.S.V.* and *Sr. Wilfrid-du-Sauveur.*

■ **Third-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Souderton High, Souderton, Pennsylvania—*Mary Reisler.*

• *Parochial High School Division:* Collier High, Wickatunk, New Jersey—*Sr. Mary Felicia.*

• *Private School and College Division:* Mount St. Mary Academy, Fall River, Massachusetts—*Sr. Mary Verona, R.S.M.*

■ **Fourth-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Penn High, Verona, Pennsylvania—*Liberty Costas.*

• *Parochial High School Division:* St. Augustine School, Laredo, Texas—*Sr. M. Alban.*

• *Private School and College Division:* Our Lady of Perpetual Help Commercial School, Hanna, Alberta, Canada—*Sr. Mary Alphonsus.*

■ **Fifth-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Leon High, Leon, Iowa— *Mrs. Helen Atterberry.*

• *Parochial High School Division:* St. Alphonsus Commercial High, New York, New York—*Sr. M. Stanislaus* and *Sr. M. St. Joseph.*

• *Private School and College Division:* St. Mary's Academy, Windsor, Ontario, Canada—*Sr. Eulalie of Rome.*

■ **Sixth-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel Pin to each teacher:

• *Public High School Division:* Garber High, Garber, Oklahoma—*Mrs. Geraldine Stroup.*

• *Parochial High School Division:* Holy Name of Jesus High, Worcester, Massachusetts—*Sr. M. Rose-du-Sacrè-Coeur* and *Sr. M. Rose-Lillian.*

• *Private School and College Division:* St. Benedict's Academy, Pittsburgh, Pennsylvania—*Sr. M. Mercedes, O.S.B.*

■ **Seventh-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Pecos High, Pecos, Texas—*Betty Jo Webster.*

• *Parochial High School Division:* St. Paul High, Scranton, Pennsylvania—*Sr. M. Saint Agnes.*

• *Private School and College Division:* Lourdes High, Chicago, Illinois—*Sr. Mary Aloisian.*

■ **Eighth-Place School Prizes—**
A Prize Banner to each school and the Official Gold-and-Enamel OBE Pin to each teacher:

• *Public High School Division:* Ness City High, Ness City, Kansas—*Pauline Brungardt.*

• *Parochial High School Division:* Immaculate Conception Academy, Davenport, Iowa—*Sr. Mary Petrus, B.V.M.*

• *Private School and College Division:* St. Charles Commercial School, Amherst, Nova Scotia—*Sr. Joseph Margaret.*

Royal Celebrates Its Golden Anniversary

FROM 1904

TO 1954

THE HISTORY of the Royal Typewriter Company, now proudly celebrating its fiftieth year, is a story of expansion, originality, and salesmanship—a story that has made Royal the world's largest manufacturer of typewriters. A real success story.

■ **Chapter: Expansion—**

The company was founded in Brooklyn in 1904 by two inventors and a financier. One inventor was Edward B. Hess, owner-manager of a machine shop. The other was Lewis C. Myers, an associate of a would-be but unsuccessful typewriter inventor. The financier was Thomas Fortune Ryan, whose son, Allan, became the company's first president.

The firm outgrew its Brooklyn shop and moved to Hartford, Connecticut, in 1908. The original plant there was expanded in 1910 and again in 1917, growing to a group of 18 buildings with a floor space of a half-million square feet. Now there is another plant in West Hartford, and one in Montreal (since 1939); Royal began making typewriters in Leiden, Holland, just last summer. The original Hartford force of 400 has grown to 5,500.

Products expanded, too. In 1926, the year the 1,000,000th office typewriter came from the Royal production line, Royal started making portables. In 1950, the year Royal made its 2,000,000th portable, it started making the Royal Electric. Along the pages of history, too, were the establishment of sideshows in ribbons, carbon paper, and other supplies.

■ **Chapter: Originality—**

The creators of the Royal wanted to make a practical, efficient machine; but they especially wanted to make a machine designed and engineered *for the convenience of the operator*. That they succeeded is attested by Royal's success from the outset.

Royal is proud that it has made such terms as "shift freedom," "magic margins," "touch control," "automatic paper-lock," and "carriage control" familiar to typists everywhere; and one interesting thing is that the features identified by these names were all designed, not for greater durability or economy, but purely and simply for increased ease of operation—"for the convenience of the operator."

■ **Chapter: Salesmanship—**

Since the founding days of Royal, its salesmen have created legends of Royal salesmanship: The pioneer Royal salesman who stayed with a railroad station agent in a small town helping him load corpses until two o'clock in the morning—and then sold him a Royal. Another who rode a caboose into the wilds of western Washington, arrived in the middle of a 20-below-zero night, kept warm by burning a gate, and finally contacted his prospect, who turned him down until he heard the story of his travails. The salesman in Sweden whose first sale was to a prison inmate 1,000 miles north of Stockholm. The Mexico City dealer who used balloons to hoist a Royal ad over the heads of 25,000 attending a bull fight. And others.

Although such sales efforts were colorful, the volume sales were from blue-chip industrial concerns. By 1909 Royal had huge accounts with Pullman, Prudential, Aetna, etc.

About the same time, Royal became a national advertiser. One campaign, using billboards, was the biggest ever undertaken along a railroad right of way. By 1911, the company was displaying its wares in *Satevepost*, *Colliers*, *Cosmopolitan*, *Harper's*, and others of similar stature. Space was bought in 40 metropolitan newspapers, too.

Royal's sales force has grown with its product: there are 87 Royal branch offices, 700 dealers with exclusive territories, and more than 5,000 independent Royal Portable dealers.

■ **Special: Educational Program—**

One reason for Royal's success has been continuous attention and service to schools. Long ago Royal realized that "as the twig is bent, so grows the tree"—that graduates will want to use the same make of machine as the one on which they learned typing, for they feel "at home" when using it. So, Royal has long made a special and successful effort to have its machines used in typing classrooms.

Those efforts have included the provision of innumerable classroom aids, ranging from wall charts to bulletin-board pieces; professional demonstrations in classrooms, in auditoriums, and at teachers' conventions by such famous speed typists as Tangora, Willins, Peters, Neuenhaus, and others; kits of aids for teachers; booklets for typists; and so on. One of the most spectacular educational efforts of modern time has been Royal's production of the fabulous multireel *teaching* film, "Right—at the Start."

Stella Willins, former world champion typist, directed preparation of the film: she is Royal's educational director.

■ **Looking Ahead: Optimism—**

What Royal thinks of the future was epitomized at Royal's springtime anniversary reception for the press. Introduced by President Fortune P. Ryan, Chairman of the Board Allan A. Ryan (yes, Royal's first president) said, "Confident of a constantly expanding market, we will spend $1,500,000 in the next two years to increase our production capacity by 28 per cent and—at the same time—to offset rising manufacturing costs." A golden outlook on a golden anniversary.

Things to Do in General Business,
Continued from the April Issue:

Student Projects in General Business (8-11)

HERE IS the third of a series of compilations of practical, interesting projects—"things to do"—that students may undertake in their general business course. Teachers of general business are finding it effective to have students *perform* answers and *practice* learnings instead of simply talking about them; so, more and more classes are doing projects through which they investigate a problem or topic, analyze their findings, and then drill or debate or dramatize or demonstrate or in other ways vividly put to use what they have learned. Thus, learning is intensified.

But, of course, student projects must be purposeful. They must contribute directly to a course objective. Accordingly, the projects suggested here are classified in seven groups (A-G) under each topic, so that the teacher may know at a glance the contribution of the project or activity.

Previous contributions to this series have included projects on these units:

1. Advertising ..... March BEW, page 17
2. Brands and Weights ... March BEW, page 18
3. Banking Services ..... March BEW, page 18
4. Buying an Education ... April BEW, page 17
5. Local Transportation .... April BEW, page 17
6. After-School Employment April BEW, page 18
7. Filing
   (Work Organization) April BEW, page 18

Nearly 300 projects have already been suggested; another 150 are suggested here this month. These activities are the writer's revision, reclassification, and expansion of ideas that originally appeared in this magazine's well-known Q-SAGO series of some years ago.—*Alan C. Lloyd*

UNIT: Shipping Services

Based on an article by Dr. Harold D. Fosnacht in the January, 1948, BEW

A. Understanding the nature and services of business

1. Visitor: Postman, who tells about his package problems.
2. Poster: "How would you ship a ..." with cut-out pictures of a pair of shoes, a toothbrush, an auto, etc.
3. Poll: How many students have ever mailed a gift and kinds of shipping services involved.
4. Demonstration: The punishment a package must take.
5. Chart: Different ways goods may be shipped.

B. Appreciating importance of business to a community

6. Report: Quantity of packages handled at local post office.
7. Report: Kinds of packages handled by Railway Express.
8. Survey: Extent of mail-order buying done by class; summary of condition of packages on arrival, how protected.
9. Skit: We shipped a puppy to Aunt Clara.
10. Visit: To receiving department of department store.

C. Understanding the interdependences of our economic system

11. Film: "Of Men and Wings," from United Air Lines (Check other airlines and Railway Express for films, too).
12. Report: Dramatic instances of special shipping services—Special blood to sick boy, fruit to sick child, etc.
13. Map: Route and railway lines, etc., involved in shipping household furniture if one moves to a selected city.
14. Interview: Gift wrapping as an aid to merchandising.
15. Panel: Distinction between express, freight, parcel post.

D. Fulfilling the role and responsibility of the consumer

16. Display: Materials needed to wrap overseas food parcel.
17. Demonstration: Alumnus shows how to wrap packages.
18. Contest: Wrapping a milk bottle, a book, a "gold brick."
19. Chart: Cost of shipping same item by different ways.
20. Report: What you can insure when shipping, and rates.
21. Display: Different kinds of string and cord; test each.
22. Quiz: "Could you or could you not," in shipping.
23. Montage: Shipping forms—bill of lading, label, etc.
24. Report: Where can you get information about shipping?
25. Poll: Which of our stores gives best wrapping service?

E. Exploring business careers related to the unit topic

26. Career Report: Duties, requirements, skills, wages, and advancement of store wrapper, express driver, etc.
27. Report: Dramatic stories of freight detectives.
28. Montage: Careers in shipping services (cut-out pictures of postal clerks, wrappers, freightmen, truck drivers, etc.)
29. Visitor: My job as a ...
30. Graphic Chart: From shipping clerk to vice-president.

F. Improving personal skills

31. Contest: Spelling names of states, leading cities, etc.
32. Drill: Print-lettering, for a label.
33. Practice: Each student prepares a parcel-post package and actually sends it to someone as a gift.
34. Bee: Quickness in determining cost from rate charts.
35. Demonstration: Using a postal scale; measuring package.

G. Improving personal traits

36. Skit: A Day in the Express Office (or at Parcel-Post Window), showing how courtesy evokes better service.
37. Panel: The way we dress is how we "wrap ourselves up."
38. Quiz: What would you do if—(problems in human relations, viewed both from customer and server angles).
39. Assignment: Why (and what) uniforms are worn by express drivers, postal employees, etc. (pride of service).
40. Oral Reports: Kind of shipping worker I'd rather be.

UNIT: Telephone Services

Based on an article by Dr. Albert C. Fries in the March, 1949, BEW

A. Understanding the nature and services of business

1. Film: "New Voice for Mr. X" (or other film that may be available from the local Bell organization).
2. Demonstration: How a telephone works (mechanically).
3. Interview Report: How the telephone company studies its services and tries constantly to improve them.
4. Visit: To local telephone exchange.
5. Poster: Cut-out pictures of persons telephoning.

B. Appreciating importance of business to a community

6. Report: The Bell "System."
7. Survey: Telephones and usage in students' homes.
8. Committee Report: Emergency telephone services.
9. Skit: The Day the Wires Were Down.
10. Montage: Cut-out pictures showing range of telephone usages—gossip, ordering from grocer, business, etc.

C. Understanding the Interdependences of our economic system

11. Skit: Mary Mixup on the phone (teen-agers or others should not tie up the phone by long gossip sessions).
12. Chart: Sources of income for a telephone company.
13. Poster: Equipment necessary for telephone service.
14. Interview: Miles of wire, number of phone poles, number of telephones, etc., maintained by local Bell.
15. Panel: Dramatic instances of telephone service.

D. Fulfilling the role and responsibility of the consumer

16. Chart: Long-distance rates from home town to others.
17. Poster: Person-to-person or station-to-station?
18. Demonstration: Making long-distance call; dialing, etc.
19. Assignment: Visit a pay phone and write a precise set of directions on how to use it to call the school.
20. Committee Report: 25 Telephoning Do's and Don'ts.

E. Exploring business careers related to the unit topic

21. Panel: Is the job of telephone operator a good one?
22. Big Poster: Telephone company has all types of jobs.
23. Chart: Career ladder from lineman to general manager.
24. Report: Importance of—(science, engineering, business acumen, advertising, etc.) in telephone work.
25. Graph: How big is the telephone company (compare its resources with those of local firms or government).

F. Improving personal skills

26. Using Recorder: Telephone voices, good or bad?
27. Practice: Locating numbers in telephone directory.
28. Practice: Answering the phone at home, answering it in business, answering it in the school office, etc.
29. Project: Listing of numbers most frequently used by the family or likely to be needed, for use at home.
30. Drill: Blindman's buff (recognizing voices by their tone, inflection, etc.) on a tape recorder.

G. Improving personal traits

31. Businessman Visitor: What (and why) telephone practices we insist on in our office or firm.
32. Dramatization: Miss Phone Right versus Miss Phone Wrong.
33. Assignment: Ten ways to create a good and ten ways to create a bad impression on the telephone.
34. Panel: How much should a teen-ager know about using the telephone? Emergency calls? Long distance? etc.
35. Test Poll: Each student calls two others on the phone and appraises their telephone manners, technique, etc.

UNIT: Telegraph Services

Based on an article by Dr. Irene C. Hypps in the April, 1949, BEW

A. Understanding the nature and services of business

1. Montage: Collection of Western Union advertisements or of pictures that indicate various uses of telegraph.
2. Poster: Steps in writing, sending, delivering telegram.
3. Community Map: Locations of Western Union offices.
4. Report: How a Western Union office delivers messages.
5. Poll: Number of homes (of pupils) ever sent or received a telegram; kinds used; service used.

B. Appreciating importance of business to a community

6. Report: Western Union's clock service.
7. Report: Western Union's commercial news tickers.
8. Report: Western Union's bank linkage.
9. Skit: Aunt Clara's coming—or is she?
10. Visit: To a Western Union main office.

C. Understanding the interdependences of our economic system

11. Committee Report: How telegrams can be delivered to or dispatched by someone on a ship, train, or plane.
12. Panel: Dramatic instances of telegraph service.
13. Report: How telegrams are transmitted (Morse code, teletype, telephone, etc.).
14. Visit: To stock exchange, noting ticker on quotations and subsequently discussing its importance in brokerage.
15. Skit: When the millionaire couldn't be reached.

D. Fulfilling the role and responsibility of the consumer

16. Poster: Giant-sized telegram, with ribbons linking pictures of each type of service, etc.
17. Chart: Of types of services and their relative cost.
18. Visitor: How you can save money by telegraphing the right way at the right time.
19. Committee Report: History and development of the telegraph, including development of special services.
20. Flannel Board: Ten Do's and Don'ts of Telegraphing.

E. Exploring business careers related to the unit topic

21. Montage: Types of careers in the business end, the service end, and the maintenance end of the telegraph industry.
22. Survey: What do Western Union messengers make? Would this be a good after-school job? How many in school do it?
23. Chart: Messenger boy to district manager.
24. Committee Report: Number of Western Union employees in a station, what they do, how much they make, etc.
25. Panel: In view of known special abilities or interests of members of class, which telegraph jobs would suit each?

F. Improving personal skills

26. Assignment: Prepare telegrams on selected problems.
27. Practice: Print-lettering; contest for legibility.
28. Practice: Using rate sheet, compute costs of telegrams.
29. Contest: Using a time-zone map, select kind of telegraph service for different messages to different cities.
30. Assignment: Prepare a "Wire, don't write" advertisement.

G. Improving personal traits

31. Pantomime: Jimmy delivered the message!
32. Group Discussion: The courage and determination of those who deliver messages is known; what of those in undramatic jobs—taking the messages, keeping records, etc.
33. Report: Laying the Atlantic Cable; Cyrus Field; and similar investigations in literature or encyclopediae.
34. Flannel Board: Characteristics of telegraph workers.
35. Assignment: Write a short story about a business situation in which the telegraph figures importantly.

UNIT: Postal Services

Based on an article by Dr. Stephen J. Turille in the May, 1951, BEW

A. Understanding the nature and services of business

1. Display: Newspaper and other clippings on mail services.
2. Exhibit: Mailing aids (envelopes, labels, wrappers, tags) of all sizes, shapes, qualities. "Which are good?"
3. Poster: Large sheet of white paper on which a local postal employee has used each of his rubber stamps; from each imprint suspend on string a card of explanation.
4. Chart: Mailing zones in our city (or country).
5. Montage: Pictures showing mail being deposited, weighed, sorted, delivered, opened, etc.

B. Appreciating importance of business to a community

6. Visit: To local post office.
7. Visit: To mailing room of local newspaper or ad shop.
8. Visitor: Alumnus explains how mail is opened, timed, delivered, etc., in the large firm for which he works.
9. Montage: Pictures of businesses that make things for use in or with the mail, as postal meters, scales, uniforms, stickers, stamps, envelopes, stationery, etc. Mount on red those that have special local significance.
10. Panel: How many jobs in our community would not exist if there were no such things as public mail service?

C. Understanding the interdependences of our economic system

11. Diagram: Big circle showing route of an order from our school to Sears Roebuck's and the order's mail delivery.
12. Committee Report: Delivering a rush letter in the days of Washington, of the Civil War, and today.
13. Debate: Should the Government subsidize airlines to carry airmail? Or, Should special rates be given to magazines and newspapers? to advertising literature?
14. Poll: Mail usages of our families—how many, what kind?
15. Assignment: Investigate some historical aspect, such as Pony Express, first airmail flight, legislation, etc.

D. Fulfilling the role and responsibility of the consumer

16. Huge Poster: The four classes of mail (with samples).
17. Flannel Board: Correct and incorrect addressing.
18. Visitor: Biggest headaches of the Post Office.
19. Report: How much of the subscription cost of a newspaper or magazine is really for postage charges? (Ask one.)
20. Display: Hobbies relative to postal service—stamp collections, cancellation imprints, etc.

E. Exploring business careers related to the unit topic

21. Map: Exact delivery route of one mail carrier.
22. Chart: Postal careers—duties, salaries, retirement.
23. Poster: Pros and cons of working as a postal employee.
24. Report: How Government supervises postal work.
25. Committee Report: Mailing jobs in private industry.

F. Improving personal skills

26. Contest: Estimating weight and postal charges.
27. Practice: Wrapping small packages, tagging them, etc.
28. Bee: Spellings of states, cities; state abbreviations.
29. Report: How to use the U.S. Official Postal Guide.
30. *Assignment*: Addressing envelopes, labels, etc., to a person at the school; emphasis on form, punctuation.

G. Improving personal traits

31. Essay: Five traits required of a postman.
32. Report: Dramatic postal story or accomplishment.
33. Skit: Our mailman knows all about our neighbors.
34. Dramatization: Day in the life of a postal clerk.
35. Committee Report: How "V-Mail" was used in World War II to bolster morale of Servicemen; what "V-Mail" was.

Most-Common 3-Letter Sequences

W. A. MORAN
Box 183, Antigo, Wisconsin

TO THE BEST of the writer's knowledge, no statistics about three-letter sequences in English had ever been compiled; so, working alone, at odd times and with no unusual equipment, the writer undertook to develop the figures himself. This was not a thesis project; there was no special purpose other than enjoying a certain fascination in the study.

The list presented here, one of several that grew from the compilation, shows the frequency with which every trigraph (three-letter sequence) appeared in the first 2,003 words of the Horn-Peterson word list. The trigraphs are arranged here in the order of their frequency. Thus, the most-common trigraph, *the*, appears 256,764 times in the 2,003 words; *and* appears 178,957 times; *ing* appears 174,210 times; and so on.

To facilitate using the list, the trigraphs are in groups of 25; thus, the end of Group 4 marks the end of the 100 most-common trigraphs; the end of Group 20 marks the end of the 500 most-common trigraphs; etc.

Where blanks appear in a group, such as the blank following *ite* in Group 7, the trigraph's frequency count is the same as that of the preceding trigraph —thus, *ite* is 18,519.

Altogether there are 1,799 trigraphs in the 2,003 most-common business words (counting the *hyphen*, as in Group 41, and the *apostrophe*, as in Group 69, as "letters" that may be included in trigraphs). The total frequency of all the trigraphs together is 12,128,528. The writer explored beyond the first 2,003 Horn-Peterson words but found that extending the analysis served only to enlarge the frequency count of the trigraphs already most prominent; and so he desisted, since his goal was to ascertain the relative trigraph frequencies, not an actual frequency of each.

The frequencies were ascertained by dividing each word into its trigraphs and tallying each of them. For example, the word *received* contains six trigraphs —*rec, ece, cei, eiv, ive,* and *ved*—each of which was tallied once when the word was analyzed.

The writer believes the list may be of interest to typing researchers and, remotely, to cryptographers and the engineers experimenting with digraph and trigraph printing keys for teletypewriters and similar instruments.

ARRANGED BY FREQUENCY OF APPEARANCE IN THE FIRST 2,003 WORDS IN THE HORN-PETERSON LIST

Group 1		Group 3		Group 5		Group 7		Group 9		Group 11		Group 13		Group 15		Group 17		Group 19		Group 21		Group 23	
the	256,764	ess	36,309	acc	24,064	nte	18,800	hey	15,600	cat	12,780	ues	11,277	llu	9,496	fir	8,327	shi	7,325	nit	6,329	utu	5,627
and	178,957	lea	35,849	how	23,958	app	18,782	ssi		gar	12,771	req	11,219	arr	9,451	ace	8,304	hal	7,315	ize	6,317	ald	5,590
ing	174,210	out	35,399	hin	23,739	kno	18,753	cop	15,410	als	12,762	fur	11,196	arv	9,436	add	8,290	pen	7,306	lic	6,304	neb	5,580
you	169,133	ome	35,269	tim	23,507	ood	18,717	ply	15,404	cre	12,761	erg	11,186	crw	9,395	vic	8,269	les	7,304	rta	6,275	iev	5,575
ent	110,788	mat	35,045	ten	23,472	art	18,699	ple	15,266	eck	12,741	oll	11,110	rwa		del	8,257	eed	7,303	onc	6,258	ula	5,573
for	102,519	tur	34,305	ers	23,348	ndl	18,675	hec	15,215	ont	12,714	ond	11,075	hop	9,345	ded	8,246	cen	7,301	rds	6,249	uni	5,559
our	96,178	com	33,612	sin	23,340	has	18,621	ich		age	12,655	mar	11,074	wou	9,338	ver	8,237	gun	7,298	rim	6,238	cce	5,539
ion	90,717	enc	33,390	rea	23,056	eri	18,582	und	15,166	ait	12,655	mer	9,246	usi	9,212	ree	8,187	owi	7,282	ssa	6,226	ini	5,515
her	86,493	ust	33,241	clo	23,006	cti	18,572	ide	15,143	ppr	12,621	que	10,973	old	9,197	tme	8,183	own	7,256	bel	6,223	eek	5,510
tio	83,419	day	32,574	ref	22,852	cer	18,519	iso	15,070	law	10,972	nsi	9,178	rna	8,176	rch	7,242	ies	6,220	ipp	6,204	rry	5,509
ere	81,321	cou	32,317	pos	22,695	ite		tor	14,959	exp	12,551	rge	10,958	lly	8,153	got	8,130	ssu	7,200	ull	6,203	omm	5,504
ter	77,445	con	31,976	ore	22,658	ame	18,476	tak	14,834	led	12,540	wis	10,905	win	9,111	lie	9,093	ala	7 168	ike	6,192	isi	5,494
tha	77,111	ery	31,378	ain	22,630	whi		era	14,734	ati	12,488	wor	10,790	ork	9,050	spe	8,107	apt	7,154	ntr	5,493
ver	73,458	but	31,311	ime	22,581	som	18,395	see	14,722	ill	12,487	ist	10,782	des	9,045	pon	8,099	wee	7,150	oda	6,165	oub	5,438
hat	70,409	ove	31,076	adv	22,456	goo	18,385	wer	14,407	inc	12,479	rdi	10,774	hil	9,043	may	8,070	hed	7,128	tod		bes	5,418
not	66,214	nti	30,860	get	22,426	oth	18,342	sur	14,322	kem	12,448	mal	10,762	nly	9,015	ele	8,040	onl	7,085	ppe	6,153	rly	5,412
rec	65,760	sta	30,847	per	22,161	ise	18,159	ook	14,308	wri	12,445	epi	10,719	oin	8,008	dis	7,984	bei	7,045	ela	6,137	fut	5,375
ate	61,946	now	30,608	she	21,978	hen	18,104	use	14,295	osi	12,436	nge	10,670	boo	9,011	tis	7,959	lis	7,059	nki		ems	5,356
ill	60,854	one	30,506	whe	21,919	ric	17,889	rit	14,249	mou	12,434	ibl	10,663	orr	8,995	iti	7,865	bei	7,045	cep	6,135	oon	5,351
tte	60,267	end	30,121	omp	21,898	reg	17,830	lan	14,193	sga	12,387	ass	10,600	wry	8,991	ala	7,044	two	7,040	ock	6,123	pur	5,276
der	59,596	let	29,817	fro	21,631	dit	17,709	ese	14,109	cal	12,321	ial	10,591	alt	8,982	hea	7,843	rig	7,023	val	6,122	hro	5,264
ave	57,780	ard	29,695	had	21,625	igh	17,657	ach	14,107	gla	12,228	ser	10,584	umb	8,930	ear	7,834	fee	7,016	new	6,103	art	5,255
hav	57,124	ted	29,482	shi	21,550	ell	17,599	ant	14,059	ins	12,209	nts	10,564	cas	8,871	eat	7,830	ast	6,993	ttl	6,097	amp	5,242
all	56,327	oul	29,390	etu	21,502	vis	17,549	ipm	13,963	por	12,184	tho	10,491	lle	8,856	rus	7,777	eth	7,761	bal	6,960	spo	6,083	siz	5,186
ord	54,860	rom	29,157	abo	21,274	sho	17,365	cme		lat	12,075	mpl	10,481	ext	8,812								

Group 2		Group 4		Group 6		Group 8		Group 10		Group 12		Group 14		Group 16		Group 18		Group 20		Group 22		Group 24	
thi	54,296	uld	29,150	ank	20,956	eci	17,277	muc	13,906	psy	12,071	eip	10,453	8,8uf	108	rvi	7,741	nve	6,954	eal	6,080	eni	5,175
are	53,527	any	29,131	rep	20,839	ndi	17,194	off	13,571	ity	12,017	ang	10,398	say	8,786	son		lit	6,918	epo	6,037	ene	5,157
ive	51,917	sed	29,101	pri	20,783	bea	17,185	led	13,544	wal	12,012	ory	10,372	xac	8,767	ral	7,731	too	6,900	ria	6,015	den	5,135
men	50,425	ble	29,085	cha	20,760	ght	17,002	oug	13,494	nin	12,004	rou	10,354	tic	8,759	xpe	7,706	rel	6,850	uct	6,014	nne	5,095
ece	50,301	red	29,031	hip	20,753	ish	16,964	ugh		ewe	11,917	nes	10,286	way	8,733	ans	7,697	wit	6,830	aym	5,962	pin	5,092
ith	50,079	pre	28,954	ved	20,734	hou	16,730	ste	13,491	les	11,914	tis	10,165	nyt	8,713	ula		rap	6,813	yms		pli	5,091
wit	47,580	um	28,445	fer	20,664	ote	16,614	equ	13,481	lly	11,909	ost	10,145	ead	8,693	ert	7,656	dep	6,812	uir	5,936	ink	5,076
wil	47,418	eve	28,213	tat	20,522	wou	16,555	ele	13,418	gre	11,872	nec	10,091	did	8,670	mpt	7,650	esk	6,810	nth	5,915	lai	
nce	47,329	ess	28,118	ire	20,308	sam	16,509	rat	13,393	mon	11,826	eli	10,019	mpa	8,652	fav	7,645	ppl	6,801	eir	5,900	lon	5,073
rde	46,657	act	28,029	ose	20,238	bou	16,485	tru	13,312	vun	11,786	ran	10,008	num	8,646	gas	7,630	ivi	6,766	hei		gin	5,063
ati	44,433	ett	27,516	int	20,214	tan	16,455	mad	13,267	ail	11,782	sid	9,931	ica	8,636	ill	7,624	ina	6,683	yin	5,890	ria	5,051
sen	44,059	ret	27,348	abl	20,203	cle	16,425	mbe	13,118	est	11,763	clo	9,927	ewi	8,595	hes	7,588	tal	6,607	ong	5,883	:oo	5,035
his	40,985	ake	27,124	tin	20,172	dvi	16,392	mi	13,114	war	11,722	qui	9,884	rew		rri	7,573	ous	6,579	emi	5,855	bli	4,998
est	40,072	pro	26,469	cco	19,913	ons	16,376	opy	13,085	eps	11,721	lle	9,870	isf	8,593	ann	7,490	sel	6,578	min	5,850	nex	4,980
ice	39,344	eiv	26,425	ine	19,868	orm	16,291	nlo	13,073	rem	11,702	nst	9,859	ffi	8,572	ely	7,480	rth	6,554	sec	5,840	esp	4,975
ple	39,292	ear	26,367	per	19,696	dly	16,250	cov	13,009	hem	11,661	erv	9,823	wev	8,570	aga	7,475	wan	6,483	arl	5,821	bet	4,948
eas	39,178	act	25,999	mak	19,615	jus	15,933	amo	12,998	low	11,597	pay	9,818	tai	8,553	gal		fol	6 480	ser	5,806	ped	4,940
att	38,898	din	25,916	uch	19,456	ade	15,927	edi	12,956	mm	11,578	sit	9,791	avu	8,545	fat		rsc	6,466	rse	5,800	clu	4,938
kin	38,257	was	25,390	ope	19,406	lin	15,925	sto	12,928	rvi	11,524	eck	9,748	lec	8,504	lte	7,469	ona	6,462	ntl	5,796	bov	4,900
ind	37,857	anc	25,256	che	19,328	fin	15,814	nad	12,907	dat	11,469	her	9,691	ere	8,500	bus	7,465	inv	6,434	toc	5,795	voi	4,892
res	37,782	ure	25,176	een	19,193	fec	15,798	inf	12,885	wha	11,419	tle	9,670	yea	8,496	ein	7,436	str	6,424	sio	5,765	pas	4,881
oun	37,308	can	25,010	iti	19,114	nde	15,775	ial	12,858	rme	11,415	vin	9,629	lta	8,479	who	7,398	til	6,385	loo	5,763	eso	4,872
han	36,990	rin	24,724	ort	19,040	ces	15,748	ran	12,830	tra	11,385	thr	9,544	lfe	8,470	sel	7,396	pai	6,376	tal	5,759	lli	4,870
cei	36,878	ncl	24,550	giv	18,931	eme	15,638	efo	12,820	sib	11,319	llc	9,529	mit	8,395	esi	7,393	mus	6,351	suc	5,758	cia	4,859
unt	36,331	los	24,428	urs	18,841	cor	15,627	oss	12,790	ipt	11,306	nal	9,521	him	8,337	irs	7,372	ien	6,337	nis	5,647	ete	4,835

Most-Common 3-Letter Sequences

(Continued from the preceding page)

ARRANGED BY FREQUENCY OF APPEARANCE IN THE FIRST 2,003 WORDS IN THE HORN-PETERSON LIST

Group 25		Group 29		Group 33		Group 37		Group 41		Group 45		Group 49		Group 53		Group 57		Group 61		Group 65		Group 69	
sup	4,826	sma	3,840	sca	2,905	lla	2,195	raw	1,700	udi	1,280	lia	936	mst	692	oal	531	mel	400	tab	284	ewa	204
hor	4,823	fra	3,831	ir	2,878	tog	2,162	mc	1,699	cca	1,275	sav		ums		mod	529	swa		eea		uga	
egr	4,814	dou	3,823	sta	2,862	has	2,136	nsu	1,677	nea	1,272	aut	935	xes	691	ode		epi	396	ees		umn	201
opi	4,805	cit	3,821	hil	2,845	yes	2,134	sui	1,675	ito	1,260	bra	932	ais	688	bul	528	rgi	392	fus		die	200
ern	4,803	mig	3,792	sev	2,835	dia	2,125	box	1,671	sty	1,248	esc	928	sli		top	680	rok		wid		ray	198
nvo	4,792	eti	3,785	big	2,810	imm		thu	1,665	tyl		thu	925			gan		rue		yee		ar'	196
upo	4,780	dif	3,776	omi		rev	2,121	sul	1,664	yle		bmi	924	top	680	gle		ung		bru	280	eak	
tiv	4,749	iff		orm	2,804	adj	2,113	len	1,657	job	1,242	ubm		umm		iza		ety	390	ebr		mys	
col	4,747	cho	3,766	spr	2,801	dju		dum	1,652	lib	1,240	flo	922	fat	673	kle		iet		feb		r's	
uri	4,726	hoo		dec	2,799	elp	2,109	ndu		hly	1,239	bea	920	aff	672	liz		iab	384	rua		yse	
nau	4,715	ool		lag	2,789	tee	2,108	ngl		spr	1,232	oom		oxi		mmo		uyi		uck		ecr	192
loc	4,697	edy	3,753	wir	2,786	dup	2,095	rms		hot	1,230	cks	916	rox		nix		ris	383	bey	276	aap	
uel	4,676	sis		igi	2,781	ume		etw	1,640	irm	1,223	iec		ush		okl		tfi	376	dgi		hty	
dea	4,673	ubl	3,732	tit	3,780	ana	2,087	twe		nuc	1,220	cni	912	uti		pmg		utf		eyo		obb	
mme	4,653	rfu	3,731	scu	2,776	rve	2,082	lab	1,639	sts	1,219	spa		xim		rga		wal	375	esy	272	rma	
alo	4,616	tun		edu	2,771	rlu	2,070	nsp	1,636	bro	1,217	nor	910	mot	665	uic		riz	371	ggg		ins	
rov	4,611	rie	3,713	mos	2,766	rca	2,064	uip	1,630	nuf	1,215	occ	908	rsd		wei		bbe	368	kel		xcl	
oic	4,584	uit	3,711	iab	2,762	raf	2,061	"co-	1,625	ufa		jul	905	aph	664	zat		xnu		nan		en'	189
ama	4,578	pep	3,702	bri	2,731	ait	2,060	o-o		hur	1,213	dne	904	new		oan	525	tia		nen	268	rug	188
kad	4,562	yth	3,700	chi	2,688	wai		-op		ife		oci	883	rap		nan	524	dro	364	ofo		unf	
try	4,559	aza	3,699	wra	2,685	fit	2,053	bup		tie	1,212	sox		sfu		ibu	516	mse	363	tof		oos	186
nel	4,539	hig	3,685	inq	2,676	ror	2,045	gna	1,622	hos	1,196	tch	881	ssf		ppa		ahe	360	gol	267	tov	
lem	4,533	eig	3,675	nqu		sco	2,044	ffa	1,609	nua		lif	880	yed		pta		fir		beh	264	ffa	184
ods	4,530	obl	3,673	poi	2,674	xpl		lab	1,606	wat		mpr	876	edn	660	wen		dil	356	erk		joi	
asu	4,524	ckn	3,644	cra	2,669	alt	2,042	due	1,598	tam	1,195	ots		ibi	656	ier	514	mps	352	ehi		rol	

Group 26		Group 30		Group 34		Group 38		Group 42		Group 46		Group 50		Group 54		Group 58		Group 62		Group 66		Group 70	
sug	4,493	ddr	3,640	ath	2,654	lik	2,042	ima	1,598	cid	1,188	stu	876	tol	656	dam	513	ncy	352	lke	264	bat	183
dva	4,492	dge	3,628	qua	2,648	ppi	2,040	rip		gro	1,186	tud		uen		cip	512	npa		nfe		ctf	
van	4,491	its		spr	2,628	dee	2,032	isp	1,592	ida	1,185	apr	870	nsf	652	sfe		nyo		bst	260	gnm	
tes	4,470	med	3,621	rio	2,621	leg	2,016	pra	1,575	rid		dgm	868	gma		edl	648	pnp		hus		tfu	
ged	4,468	ota		tea	2,618	nge	2,010	dve	1,572	mac	1,176	ege	863	oil	642	nme	635	fra	351	tut		pok	180
liv	4,463	nam	3,610	nyt	2,605	ued	2,008	iew	1,570	mmu		dul	860	nne	635	iel	632	sic		wet		sca	
gra	4,452	cte	3,604	gue	2,594	ket	2,000	vie		men		sso	859	ium		mta		fea	348	wsp		cab	177
ppo	4,443	hol	3,594	log		iry	1,595	nag	1,564	on'		hod	856	ify		aig	505	lub		ctr	258	eys	
lay	4,441	src	3,590	ogu		pag	1,983	dli	1,560	lve	1,175	ify		emp	852	bor	504	rks		erb	256	ltu	
eem	4,429	opp	3,543	rot	2,581	zrm	1,980	tar		roa	1,168	cri	1,165	nci		nwa		tse		ier		eby	176
sus	4,425	mal	3,542	all	2,570	ncr	1,971	vem	1,554	scr		odu	1,143	nty		eds	631	wea		rbo		reb	
mat	4,414	yet	3,540	pec	2,554	dow	1,966	rmi	1,552	rod		esd	1,140	pat	850	tue	630	bur	344	exe	255	rub	
ign	4,410	pie	3,537	eep	2,551	ppo	1963	swa		urr		xch	1,136	els	843	atc	629	ccu		tax		lec	
iwb	4,391	anu	3,530	gam		sun		usu		xch	1,136	ave	1,135	ghe	840	siv	628	eau		etc	252	ubb	
tom	4,374	cus		kee		tif	1,961	iam	1,541	vai		cif	836	yon		roc	627	fel		mzn		hle	174
oca	4,369	man	3,528	fou	2,545	rpo	1,959	sim	1,536	inu		esi	828	roc	627	pow	624	gho		mut		ilt	
are	4,362	ddi	3,505	anu	2,540	mmi	1,952	cir	1,531	rib		esm	823	cap	620	iva	496	pnp		pit		mph	
nta		duc	3,490	xte		doi	1,945	irc		ibe	1,132	doo	815	tsi		ior	489	awn	340	spi		pam	
sig	4,338	quo	3,464	rta	2,533	bui	1,942	rcu		lus		suf	812	cis	616	sap	488	eho		ira	249	phl	
spe	4,306	uot		ark	2,528	uil		nio	1,528	alk	1,128	ull		pmw		esk	484	reh		oft	248	obs	172
ugg	4,296	ves	3,459	evi	2,521	ifi	1,941	'n't	1,521	gly	1,124	gth	800	upe	613	oof		sec		fru	246	pcu	
ves	4,283	nse	3,451	eit	2,459	vel	1,936	icl	1,512	aci	1,121	tli		nnu	608	dde	480	bin	339	rui		dio	168
hre	4,280	cur	3,447	sue	2,496	wed	1,934	anx	1,510	ble		utl		aye	476	dry	336	ndn	244	ndn	244	esa	
eal	4,271	mis	3,442	ger	2,487	ami	1,933	nxi						miu		dua		air	243	air	243	mob	
				rty	2,484	nus		xio								idu		jou		jou		obi	

Group 27		Group 31		Group 35		Group 39		Group 43		Group 47		Group 51		Group 55		Group 59		Group 63		Group 67		Group 71	
dre	4,268	bec	3,430	vid	2,469	inl	1,930	ctl	1,488	xac	1,120	ngt	800	ena	604	rtl	476	pes	336	ma	243	pet	168
ana		ptl	3,430	fec	2,464	eld	1,917	nni	1,484	pho	1,117	bte	798	inn		typ		wif	333	atm	240	ppy	
cul	4,263	icu	3,424	rfs		ski	1,915	rag	1,480	vio	1,116	esm	796	hir	600	ype		awi	332	cnw		uns	
onv		oks	3,420	exa	2,457	run	1,913	oli	1,476	lal	1,108	ayi		ird		loy	472	fan		hay		uto	
lig	4,246	hal	3,394	hap	2,437	ily	1,908	rit	1,466	won	1,096	nas		uce	597	oye		ipu		ixe		cil	165
lue		lwa	3,357	ldi	2,436	tot	1,905	elf	1,460	ryt	1,095	smu		fam	596	plo		pip		lki		pum	
exc	4,233	naw	3,354	bed	2,432	why		tto	1,453	ict	1,093	ngi	786	aug	595	hie	466	vil		lit		ump	
nie	4,215	swe		nsu	2,419	fri	1,876	bon	1,448	raw	1,088	gat	780	gus		kep	464	asa	328	orl		obj	164
upp	4,213	sep	3,347	nto	2,419	ash	1,862	nic		isa	1,076	iga		ton		oro		blo		r'd		ung	
rda	4,204	eav	3,342	ctu	2,392	ron	1,855	aps	1,445	uts	1,075	iro		ugu		erw	460	cry		usy		mbi	162
efu	4,201	het	3,340	nro	2,389	grp	1,851	erh		dol	1,072	lor		aye	592	rwi		foo		xeq		omb	
ken	4,197	ubt	3,331	upl	2,387	rli	1,850	rha		var	1,067	olo		bso		thl		oot		bsc	237	wom	
cau	4,191	lot	3,323	afi	2,386	hom	1,836	arn	1,438	tow	1,064	rki		fix		sil	458	pal		lua		yel	
sch	4,190	sse	3,321	ild	2,368	dan	1,830	wes	1,432	tou	1,060	tig		lut		rlo	456	rdu		oun		fly	160
bly	4,188	rei	3,306	bab	2,365	icy	1,820	ets	1,428	xam	1,058	cki	779	oto		zed		sen		uab		ltl	
		bni	3,298	cba		oli		ovi	1,424	cie	1,055	ghl		sys		oce	455	chu	324	eps	236	vau	
		don	3,254	mea	2,359	pol		ici	1,416	gon	1,050	loe	769	yab		gov	452	dai		rpr		boi	159
inda	4,182	goi	3,205	tua	2,350	rma		lla	1,412	ebi	1,045	aro	765	yst		plu		nun		tep		soi	
tac	4,164	imp	3,145	tra		fig	1,816	oed		mov	1,044	vol	760	pic	589	nmm		npu		exh	234	diu	156
lec	4,149	ult	3,144	sta	2,349	gur		rna	1,404	inl	1,039	adl	744	sab	588	ane	448	pop		hea		esn	
ori	4,144	mes	3,142	ren	2,345	igu		ute	1,397	lum	1,037	ilr		alm	576	aul	444	pul		xha		hte	
ixi		rai		rke	2,344	nle	1,815	erd	1,392	ole	1,024	jud		lmo		fau		amu		eei	232	pty	
mes	4,141	bje	3,134	bla	2,343	unl		ucc	1,388	ule	1,021	lro		udy	573	iri		ckl	320	ilu		scu	
few	4,140	iec	b	doe	2,341	bta	1,805	nch	1,376	boa	1,016	oat		nef	572	kid	440	gne		lur		sn'	
ney	4,139	tti	3,129	sol	2,328	ubl		nks	1,373	hit		ryi		blu		lty		kly		miz		uss	

Group 28		Group 32		Group 36		Group 40		Group 44		Group 48		Group 52		Group 56		Group 60		Group 64		Group 68		Group 72	
tir	4,135	ige	3,124	ows	2,323	sda	1,805	cke	1,366	kes	1,016	udg	744	ben	572	orc	440	noo	316	sfy	232	reo	153
dir	4,127	far	3120a	adi	2,322	nav	1,800	kag		oar		cin	740	oup	571	oxe	436	rna		btl	228	ado	150
avi	4,114	rad	3,100	ura	2,309	riv		det	1,356	bit	1,010	iod	736	cro	568	eam	435	hog	312	cof		aly	
rwc	4,105	erm	3,097	beg	2,308	mpo	1,793	env	1,352	uan	1,008	sai	732	ils		rsa	432	isu		pts		deb	
iss	4,086	ura	3,080	rul	2,307	'ta	1,787	ust	1,350	oct	1,003	ede	726	cca	564	ilk	430	joy		epe	225	dop	
ied	4,074	nds	3,067	lle	2,280	hee	1,784	imi	1,348	ros	1,000	eph	725	mcm		gua	428	oid	308	fla	224	stu	
ses	4,055	boy	3,066	fai	2,279	egu	1,782	olu	1,345	eng	998	lep		rag		dev	424	rdl		gai		gal	
edg	4,028	rob	3,061	emo	2,275	gul		lil	1,344	ver	997	unn	724	elt	560	apa	420	lip	304	imu		lys	
owl		aim	3,056	lls	2,260	lor	1,776	ler	1,343	cem	995	avy	720	aye		ddi		nei		lpf		opt	
wle		uly	3,051	nea	2,256	pra	1,773	xam	1,337	nov	990	ogr	716	ofi		ibr		nan		mum		ysi	
atu	4,023	mar	3,043	xmn	2,250	cut	1,771	elt	1,335	alf	975	rsi		rof		idd		ny'		nim		bod	148
iou	4,022	cle	3,030	nau		div	1,767	lef		pou	973	iun	715	sou	556	ldr		y's		pfu		enj	
oti	4,012	dur	3,010	def	2,238	erl	1,750	cts	1,327	ick	972	une		rer	555	mid		doc	303	wns		njo	
fec	4,007	ili	3,001	ske	2,237	rte	1,744	jan	1,325	abs	968	cee	711	erf	552	sag		nvi		elc	222	ody	
urc	3,985	dle	2,985	ori	2,227	spr	1,741	oke	1,324	elv	967	nig	708	rfe		utt		vit		lco		pel	
cel	3,984	oes	2,973	alr	2,225	pti		uth	1,323	cke	965	aqp		bse	548	exe	417	idi	300	cli	220	slo	
lyi	3,966	ubj	2,970	lre		eks	1,740	ndo	1,319	hon		uce	704	ims	544	xec		ian	296	dog		twi	
ele	3,964	esi	2,959	ium	2,223	nor	1,730	ors	1,316	ott	964	row	701	esy	540	niv	416	tsl		ags	216	wic	
sor	3,961	alw	2,945	awa	2,216	buy	1,724	ard	1,310	lts	960	law	700	sew		oys		acq	292	cot		sto	147
han	3,940	mil	2,944	eup	2,215	ova	1,715	dic	1,308	tre		obe		spl	537	ilw	412	squ		esc	212	bar	
pul		ago	2,935	opl		fun	1,709	dar	1,305	zes	956	tev		gag	536	ief	409	uei		sce		efr	
nee	3,935	ude	2,933	pea		doz	1,708	ngt		nca	953	tob		rtg		rci	408	sme	291	fed	210	irl	
alu	3,911	tri	2,927	elo	2,208	oze		onf	1,303	dem	951	lse	696	tga		eon	405	afe	288	olv	208	isk	
lud	3,910	ud	2,914	uar	2,201	ezn		xtr	1,292	mpe	940	rar		net	533	bag	404	lim		hai	207	poo	
nnn	3,849	ell	2,909	isc	2,200	stm	1,705	oki	1,285	ewh	936	cum	692	fid	532	ecr		ial		ats	200		

Television Demonstration

(Continued from page 12)

■ **Down to Brass Tacks—**

Both girls were interested in the idea; both were willing to participate. But (uneasy moment!) semester examinations were just around the corner, and their time was limited and not their own for another two weeks. And the TV show was just four weeks off, now. So, whatever we planned to do we had to get started on quickly, right now.

• *As a try-out*, the girls typed for five minutes from straight copy. It was good material; we agreed that it would not be hard to keep those fingers flying for five straight minutes—but wait: straight typing would not do!

"Can we try it again?" I asked.

"Yes, of course," they replied. And try it again we did; only, this time I stood between the two typists and commented on their actions and movements during the timed period. The girls were unnerved at this change of program d distracted by my comments—but .st for a moment, just temporarily.

If we went through this practice once, we did it fifteen times, taking time out for discussion, criticism, changes, and improvement, all in one two-hour practice session. We were of one mind: the theme would be speed development, and the commentary would be on what was happening during our demonstration.

• *Would it be possible* to synchronize the stroking of the two typists? We experimented; it was *not* feasible. Then we hit on the idea of highlighting different techniques employed by the girls —the most important and wisest decision that we made. (*Aside:* Let me stress the importance of considering and evaluating students' ideas.)

• *Selecting the copy* was not hard. We picked some warmup exercises (could comment about the importance of warming up), with each girl using a different kind of drill (could swing from one operator to the other). A logical follow up would be the typing of a group of words, then of sentences. Then we could have the girls cut loose on some fluent straight copy. Each girl would pick out her own material and practice it. Ah, *we* were set—or so we thought!—and then the TV staff called for a rehearsal of the entire program, including not only our typing team but also the teams that would be working on the shorthand, secretarial, and other demonstrations.

■ **Suggestion: Stand by Your Guns!—**

One thing was in our team's favor: we knew what we wanted to do, and we set out to accomplish it.

This we did; and while Dolores, Sally, and I served as guinea pigs for the assembled group during this first

Quoting Doctor Gregg

LOUIS A. LESLIE

Coauthor of the Gregg Shorthand Simplified textbooks

IT IS MY OPINION that in the past we have laid too great stress on accuracy, and paid too little attention to the development of speed from a scientific point of view. It is a common fallacy that "speed will come with practice." [1905] The danger is that if the student has impressed upon him the importance of accuracy [of form] from the beginning to the very end, he will have a sluggish habit of writing each character by itself. At some stage in the work it is necessary to place before the student the importance of letting go, of forcing the pace. [1915]

Louis A. Leslie

As much as possible of the actual writing should be done from dictation, or from copying well-written shorthand. . . . Since shorthand writing is nearly always done from dictation, it is evident that practice of this kind is preferable. [1917]

Do not expect too much precision of form at first; and, above all things, avoid being hypercritical or "fussy." When the student has gained control of his shorthand and has a little more familiarity with the forms, you will have plenty of opportunity to enforce exactness of form, and your explanations will then be better understood and become more effective. [1916]

■ **Fluency More Important Than Precision—**

One might expect that, if anyone were to demand perfection of outline from the start, it would be the inventor of the shorthand system. But, as those who knew John Robert Gregg will remember, he often said, "A correct shorthand outline is one that can be correctly transcribed."

In a previous column here, Doctor Gregg was quoted as recalling in 1939 a talk he had given in 1900 advocating *fluent* writing from the beginning rather than *careful* "drawing." The 1905 quotation above is to the same effect. In 1905 he made that equally important comment quoted—that we cannot rely on the old idea that "speed will come with practice." Speed will come only with the *right kind* of practice.

It is quite likely that in 1900, when Doctor Gregg advanced what he described elsewhere as "a very radical idea" (emphasizing fluency rather than precision at the outset), the psychological explanation for the correctness of his position was not well understood. If it had been, the idea would not have been regarded as "very radical." Today, many of us believe firmly that it is essential to avoid directing the conscious attention of the learner to the writing movement or the shape or slant or other mechanical details of his shorthand outlines. As a master teacher, Doctor Gregg knew instinctively the most effective way to learn shorthand; now we know not only that he was right but also *why* he was right.

■ **How, Then, to Get Accuracy of Outlines?—**

If the learner should not be allowed to draw outlines, but should be trained from the beginning to write fluently, how will he eventually obtain a good style of shorthand writing? Doctor Gregg made that very clear. He said, "As much as possible of the actual writing should be done from dictation, *or from copying well-written shorthand.*" We know that a learner *is* able to develop a good, legible style of shorthand writing without attempting to use conscious direction in the writing of the outlines. As Doctor Gregg said in 1917, and as we have quoted him before, "In any art, imitation plays an important part."

Perforce, a lot of the shorthand learner's practice has to be done without the service of a dictator. Even if this were not true, it would be necessary to have him spend about half his time copying well-written shorthand. He needs the dictation to "force the pace," but he needs equally the copying from well-written shorthand to develop his shorthand writing style and to help him (as Doctor Gregg said in 1917) "learn the application of the . . . principles through almost effortless absorption." Also, by doing all copy work *from well-written shorthand*, the learner avoids the hesitations and inhibitions that come from practicing shorthand writing from print.

Distributive Education

SAMUEL W. CAPLAN
Temple University
Philadelphia, Pennsylvania

THE DISTRIBUTIVE EDUCATION classes in Reading, Pennsylvania, are using the "Goodman Store at Palmdale" Practice Set with a great deal of success. The objectives of the set are four in number: To provide interesting activity in the fundamental lessons of business with which everyone should be familiar; to teach those phases of work in a business concern that young, beginning workers usually are called on to perform; to provide skill in figuring ordinary arithmetical problems as they arise in business; and to instill proper attitudes in matters of ethics and behavior.

Samuel W. Caplan

• *Plan of the Set.* The student enters the main office of a business that, during vacation periods, prepares its future employees for branch-store service. After learning the general work of the main office and also the policies of the firm, the student is promoted to the managership of one of the branch stores in a small town. The authors do not assume that students will necessarily go out from school and become managers; but, for a person to know all that he should know about a business, it is necessary that he be placed in a position where he is entitled to receive the most intimate information possessed by the business. The lessons learned from this set should be invaluable to the student in the event that he may sometime actually operate a small business on his own.

The Practice Set consists of a guide book and work kit that includes tests and business files. For further information, write to the University Publishing Company, 5 Beekman Street, New York, New York.

■ **Retail Arithmetic—**

Arithmetic is considered one of the major areas for concentration of study in the DE curriculum. In many of the trainee's activities he must have a mastery of arithmetic, and 100 per cent efficiency is required as a part of his job performance. One of the techniques in teaching retail arithmetic is the use of the rapid-calculation drill. Here are two small texts that present excellent material for such practice—*New Practical Exercises in Rapid Calculation*, by Earl Powers and Harold W. Loker, Ginn and Company, 72 Fifth Avenue, New York, New York, and *Drills and Tests in Quick Figuring*, McIntosh Publishing Company, Dover, New Hampshire.

■ **Specialty-Selling Booklets—**

If you teach youngsters or adults who work on specialized selling jobs, you should know of the services of the National Foremen's Institute, Inc., and Prentice-Hall, Inc. These companies issue up-to-the-minute booklets that have proved to be effective teaching tools for this type of instruction. In its Bureau of Business Practice, the National Foremen's Institute lists hundreds of valuable items for the progressive teacher. Schools are granted a special discount. Write to James F. Mathias, Sales Promotion Director, Bureau of Business Practice, National Foremen's Institute, Inc., 100 Garfield Avenue, New London, Connecticut, to be placed on their mailing list.

Prentice-Hall booklets are written by such well-known experts as Elmer Wheeler, Charles Bury, Walter Horvath, and Harry Bowser. For example, *The Little Things That Make the Sale*, by Harry Bowser, points out graphically that little things make the difference between a salesman or no salesman at all. The "Twelve Keys to Successful Selling," by Walter Horvath, is the name of a series of twelve sales-boosting booklets showing how and when field-tested methods can be put to work. The titles are: *The Woods Are Full of Prospects; You Can Always Help the Buyer Buy; How to Win Bigger Orders; Always Keep a Hooker Handy; Put the Spotlight on Value; Make Your Presentation Go to Work; Why Some Salesmen Are Easy to Turn Down; There's More Time Than You Think; Wanted—More Objections; What Does It Cost; Open the Door*; and *The Most Important Fact in Selling*. Write to Dwight James, Prentice-Hall, Inc., 70 Fifth Avenue, New York, New York, for further information.

rehearsal period, we weathered the storm and were beaming with confidence because we had stood up under the pressure of the rehearsal.

• *Should you be* called on to prepare a similar program, be *sure* to get the facts and instructions—and get them straight! Keep notes. You will discover that the directors and supervisors of the show are busy people and may not remember what they originally decided on and told you to do. Keep notes!

We had two rehearsals that were timed exactly; our part ran for three minutes both times. We were asked to prepare material for both a four- and a five-minute demonstration, "in case."

• *Another suggestion:* Be sure that you *do* prepare a program that will go well beyond the time limit allotted. It is much easier to cut material from a show than to improvise more of it at the last moment. Dolores and Sally were ready, as ready as could be, to keep typing for 10 or 15 minutes, if necessary! They were confident; I remained with them throughout the rehearsals, conditioning them (and myself!) to the environment, comments, mannerisms, actions, and maneuvers, as I put them through the paces of "our" demonstration time and again.

• *Another suggestion:* keep your props in sight. The matter of securing and arranging for the transporting of typewriters, desks, chairs, and all the other props fell to my lot. Borrowing brand-new equipment was easy enough, but transporting it to the studio was something else. I vow that if ever I have to do this again, I will personally go after and carry on my back each item; and that I will nail it down when I get it where it is to be used.

■ **Ready to Go on the Air!—**

When the big day rolls around and you are all set to head for the studio, get there early! Other programs are in progress throughout the day, and you can learn a great deal merely by observing other performers and watching the monitor sets located around the studio. Dolores, Sally, and I did this; and we began to relax, to gain confidence, and to feel at home long before our program was due to get started.

Being first on the stage is a help, too; you have a chance for additional practice runs and last-minute improvements. Conditioning is a most important factor in a telecast; the performers must be primarily concerned with their particular material even while being conscious of the audio hookup, the cameras, and the people milling about—all of which is disconcerting.

• *The set director* is your key man. Clear with him before you get that awesome signal, "stand by," which is followed by the freezing command, "You're on!" As nearly as I can recall, the set director and I decided that it

would be best for him to be almost flat on the floor, so that I could see him over my typing copy (while I was typing with the girls) without giving a viewer the impression that I was looking for someone to cue me.

■ **Ah, You're On the Air—**

There are many cameras around you; the one that is directed at you and at which you direct your attention is the one with the glowing red light on top.

Don't look for the microphone. You do not have to seek it out, for there is a magician on stage who has the chore of keeping the mike suspended just above your head and out of range of the TV cameras. You just talk, and the audio crew "catches" you.

• *If you have been wise* enough to peek at one of the monitor sets (they're all around the place) during your rehearsal, you will note that you photograph better from one angle than from another; and you will remember this as you put your best side toward that gleaming little red light on the television camera that is "taking" you.

• *For ever after* you will wonder how you did, how you looked. There are two ways you can abate your curiosity. One is to arrange for your program to be "kinescoped"—recorded on film. Be sure to inquire about this possibility well in advance of your program date. We did not know of this, and not having our program recorded is a keen regret to us.

A second way is to have someone take pictures of you right on his television screen. He should use high-speed film. [The two pictures shown at the start of this article are such photographs, taken by the writer's friend Arthur Neuenhaus during Doctor Gress's TV presentation.] To save yourself and him some embarrassment, tell him *not* to use a flash bulb—it will wash you right off the screen.

■ **When It's All Over—**

You will find, I am sure, that being before TV cameras is both a frustrating and an enjoyable experience, one that you will long remember and cherish. Then *you* will be saying to others, "Today it is I; tomorrow it may be *your* turn."

Related BEW Readings

Green, Helen H., "The Business Department Goes on TV," BUSINESS EDUCATION WORLD, September, 1953, pp. 23, 24, 30, 31.

Jones, Edward C., "How to Plan a 15-Minute Radio Program," BUSINESS EDUCATION WORLD, March, 1953, pp. 325-326.

Hecht, Joseph C., "Script for a 15-Minute D.E. Radio Broadcast," BUSINESS EDUCATION WORLD, October, 1952, pp. 67, 68, 91.

Stevens, Evelyn, "How to Put on a TV Program," BUSINESS EDUCATION WORLD, September, 1952, pp. 28, 37.

Professional Reading

DR. KENNETH J. HANSEN
Colorado State College of Education
Greeley, Colorado

THE WILD WHEEL ($2.75, Pantheon Books, New York City, 220 pp.) was written by Garet Garrett, a reporter for the *New York Times* who knew Henry Ford, and knew him well for many years. Garrett was sent to Detroit when Ford doubled wages and everybody thought he had lost his mind. Industry was going to move out of Detroit; it was assumed that management was finished. But, within five years, the minimum wage had been raised to six dollars and Detroit was assured of its position as one of America's leading industrial cities.

Probably no American has had a more profound effect on American business than Henry Ford. It is generally recognized that Frederick W. Taylor was the father of scientific management and that the principles and techniques employed by Ford had already been discussed and written up by Taylor. Taylor was the revolutionary thinker, but Ford put the revolution into action. The Ford assembly line was the first of its kind ever installed for the manufacture of automobiles.

The American environment nourished to full size the doctrine of *laissez faire*. Adam Smith believed and wrote that the individual, if permitted to pursue his own selfish ends freely, would be bound to serve the common good—whether he consciously intended to do so or not. The idea of this book is to show *laissez faire* in action—as employed by one of its most effective practitioners.

■ **Railroads—**

Nearly every boy at one time or another in his life is fascinated by railroads. There are some who know all the major railroad lines and their crack trains and can even recite timetables by the page. *The Railroads of America*, by Merle Armitage ($5.00, Duell, Sloan and Pearce-Little, Brown, Inc., New York City, 320 pp.), will, of course, be of primary interest to those who are interested in railroading. However, it is seriously questioned whether there is anybody who could not have many delightful hours studying the pictures and reading the text in this fascinating report on the railroads of the United States.

It would be unfair to say that the pictures are the best part of this book because the descriptions and the other text material are well organized and well written. However, the pictures do make an excellent contribution to the innate interest of this book. They are well selected and beautifully composed.

Kenneth J. Hansen

• *The book* discusses more than 125 American railroads and starts with a chapter entitled, "What Is a Railroad." In this first chapter, even such details as "What is a track?" are answered. In this section, perhaps of interest only to the true railroad enthusiast or the statistician, there are such interesting facts as that 70 per cent more power is required to haul a freight train around a long four-degree curve at ten miles an hour than over straight track (not to mention additional wear and tear on the rails); and that to move a train at ten miles an hour up a 1-percent grade (a 1-foot rise in 100 feet distance) requires five times the power employed on a straight, level track.

To teachers of general business: This book can be the perfect point of departure for a discussion on rail communication.

■ **Tobacco—**

The Mighty Leaf, by Jerome E. Brooks ($5.00, Little, Brown and Company, 373 pp.), is the incredible story of tobacco through the centuries. It is difficult to believe, for example, that in early England $125 a pound was paid for Spanish tobacco, that "professors of whiffing" were hired to teach smoking, that school boys were whipped if they did not take their "medicinal" pipe, and that some people risked jail to plant tobacco.

Tobacco has played an important part in the economy, and in the social and political history, of America. The economy of Virginia, for example, was saved by John Rolfe's introduction of South American tobacco seeds.

ERASERSTIK

gives a girl a helping HAND

A *beautiful* letter—yet one miserable error stands out like a gravy stain on the Queen's robe.

A smart Secretary neither swears (under her breath) nor despairs. She reaches for her handy White Polished ERASERSTIK . . . one, two, three, a quick flick . . . and the error is erased, leaving not a ghost.

It's like having a third hand, this wood-encased polished beauty. Easily sharpened with knife or mechanical sharpener.

Look for the ERASERSTIK trademark. It isn't an ORIGINAL ERASERSTIK unless it has the ERASERSTIK name.

FREE SAMPLE/ TO TEACHERS for class demonstration purposes. Please write on your school letterhead.

7099

7099B with brush

A.W. FABER-CASTELL
PENCIL COMPANY, INC., NEWARK 3, N.J.

Teaching Aids

JANE F. WHITE
Georgia State College for Women
Milledgeville, Georgia

NUMEROUS PUBLICATIONS are available in limited quantity, free of charge, to school administrators, guidance counselors, and teachers from the School Relations Section, Personnel Procurement Division, Directorate of Personnel Procurement and Training, Headquarters U. S. Air Force, Washington 25, D. C. Similar material and a booklet, *How to Respect and Display Our Flag*, is issued by the Department of the Navy, Headquarters United States Marine Corps, Washington 25, D. C. Additional information on careers comes from the Department of the Navy, Bureau of Naval Personnel, Recruiting Division, Publicity Branch, Washington 25, D. C.

Jane F. White

■ **Bulletin Board Posters—**

The Ohio Typewriter Service, 3759 N. Berkley, Cincinnati 13, Ohio, is offering a new set of typewriting poster cartoons. The combined offer for the 1949 and 1954 sets is $3; separately, each set is $2. A similar set in bookkeeping, shorthand, and typewriting is also available from National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. These are $2 each, with a special discount offered when purchased in quantities.

■ **Tax Teaching Kit—**

The U. S. Treasury Department, Washington 25, D. C., has revised its teaching kit on preparing income tax. This instruction material includes actual tax forms plus two booklets on how to prepare your U. S. income tax return on Form 1040. The kit may be obtained in sufficient quantity for each student to have one copy. This material has been carefully planned to be understood and filled out correctly by high school students who have had some classroom instruction in the matter.

■ **Booklet on Fraud Prevention—**

For 25 cents a copy, you can obtain *Six Easy Ways to Recognize a Bad Check* from Fraud Detection and Prevention Bureau, 2515 West 82 Street, Chicago 29, Illinois. This booklet has been based on research work of a person who has examined thousands of checks with fraudulent signatures, changed payees, or raised amounts.

■ **Free Consumer-Credit Materials—**

Two booklets and one reprint on consumer credit insurance are obtainable without charge from Consumer Credit Insurance Association, Bell Building, Chicago 1, Illinois. Each explains the why of consumer credit insurance. When you write, ask for *How Consumer Credit Insurance Protects You and Your Family; What About Consumer Credit Insurance;* and *How to Worry-Proof Your Debts.*

■ **A Secretarial Practice Scale—**

Dr. James L. Stuart, who recently was awarded the Delta Pi Epsilon Research Award for the best dissertation in 1952, has consented to supply teachers with a mimeographed copy of his scale, "Attitudes Toward Office Employment," which is included in his dissertation. Doctor Stuart is head of the Division of Business Education at the Agricultural and Technical College of North Carolina, in Greensboro.

■ **Booklets on Rubber—**

The B. F. Goodrich Company, Akron, Ohio, has two booklets, *Wonder Book of Rubber* and *Johnson Makes the Team*, which they will supply free on request, together with a teacher's manual, in a number sufficient for both class and teacher.

■ **"Teaching Aids" Booklet—**

Again this year, The Educational Service Bureau of *The Wall Street Journal*, 44 Broad Street, New York 4, New York, has prepared its teaching aids booklet, *List of Free Materials Available to Professors and Students*. This free list has been checked with the companies as to the availability of each piece and has been brought up to date to include many new items.

Now Combining...

PRE-WAR Quality and **POST-WAR** Design!

THE ALL-NEW

Smith-Corona

"Eighty-Eight"

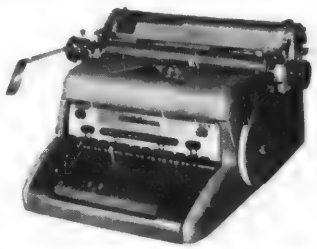
SECRETARIAL

Demand for this all-new Smith-Corona Office Typewriter is terrific. It really has the rugged qualities of pre-war construction and materials —*plus* the many advantages achieved by post-war engineering, design and other improvements. Secretaries love this all-new *"Eighty-Eight"*—for its many new and exclusive features—for its brand new tireless "touch," its speed and its fine "write."

And *this* is another brand new model...

the Smith-Corona *Carbon-Ribbon* Typewriter

You'll be amazed at the *Carbon-Ribbon* "write" of this new Smith-Corona *Carbon-Ribbon* Typewriter. For very special correspondence and reports, and for reproduction by offset, photolith, etc.—its print-like "write" is really handsome. Interchange with regular ribbon is easy and quick.



SMITH-CORONA INC SYRACUSE 1 N Y Canadian factory and offices: Toronto, Ontario. Makers also of famous Smith-Corona Portable Typewriters, Adding Machines and Cash Registers, Vivid Duplicators, Ribbons and Carbons.

The Girl Who Felt Sorry for Salesmen

NANCY MacROBERTS

WHENEVER Lucy glanced over the top of her typewriter and caught the sad eye of Mr. Bolton, she wished she[1] were able to tell salesmen it was no use.

For his part, Mr. Bolton (of Wright's Heavy-Duty Machinery)[2] sat stiffly erect on the hardest chair in the reception room, a worn brief case held upright in his tense, motionless[3] hands. Their eyes met once again, and Lucy glanced away; but not before she noticed the thin twist of his long-worn[4] necktie that could mean only one thing: Mr. Bolton needed an order. Well, she had pitied her last salesman!

■ Looking[5] steadily at him, Lucy forced herself to say, "There isn't much use in your waiting any longer, Mr.[6] Bolton. Mr. Price is in conference right now with three other salesmen and an efficiency engineer."

"I[7] know," Mr. Bolton cleared his throat. "News has leaked out that Price Construction is going to settle on one brand of heavy-[8]duty machinery. I'd like it to be Wright's."

"Mr. Bolton," Lucy said in exasperation, "Ed Barrow,[9] Hank Wilton, and Charlie French are in there right now. What chance have you got against such fellows? One of them is going[10] to win the prize—the big order—from here on out."

"If I could see Mr. Price for only a minute," Mr.[11] Bolton persisted.

Her nerves began to knot as she asked, "Do you think *you* could outtalk a salesman like Ed Barrow?[12] He has come loaded for bear, and he has hunted these grounds before. You wouldn't have a chance!"

■ Mr. Bolton quivered[13] angrily. "Ed Barrow had to get his first order with this firm," he announced. "I don't know how long you kept him cooling[14] his heels here in the outer office, Miss Walton, but you can't discourage a real salesman. Every minute[15] I'm sitting here I'm thinking of a better reason for Mr. Price to change completely to Wright's."

He sounded[16] so much like a little puppy barking to keep up his courage that Lucy started to fill up. A tear rolled down[17] her cheek and splashed over her copy before she could wipe it away. Why did she always feel so sorry for salesmen?[18]

Mr. Bolton saw the tear. "What did I say, Miss Walton!" he asked, with concern in his voice. "Did *I* make you cry?"[19]

Lucy steadied herself, and asked desperately, "What would you do if letting another salesman in to see Mr.[20] Price meant losing your job? 'One more salesman,' Mr. Price said, 'and *out you go!*' I need my job. So what can I do?"[21]

"Tell me more," Mr. Bolton said gently.

■ Lucy began with the scene that took place just a week before when the[22] efficiency engineer who had been hired to cut costs came in with a partial inventory and pointed out the[23] fact that no construction company could operate with a repair part inventory from nine different[24] companies—with no parts interchangeable.

"Nothing matches!" he gasped. "Even your drafting carbons are not the same color.[25] You must have bought from fifty different salesmen!"

Bill Price was a big man with big ambitions. "Exactly how[26] many?" he boomed at Lucy.

"Twenty-three," Lucy answered in a low voice. "I counted, as you requested, Mr.[27] Price."

"Why twenty-three?" the engineer asked.

"They needed the business," Lucy explained while Bill Price winced. "Once we would give[28] a man an order, he would be on his way. Take Ed Barrow, for instance; he got an order for a No. 12[29] Motor Grader from us. On the strength of our order, he has sold at least eight other companies on their way up,[30] companies watching Price Construction expand."

■ "It never occurred to you to give him a second order?" the[31] engineer inquired.

"By the time we needed another piece, Mr. Wilton came along; and he was just out of the[32] army with a wife and new baby . . ."

"I can see how Mr. Wilton's responsibilities have a lot to do[33] with heavy-duty machinery," the engineer said sarcastically, "but what about Charlie French and all[34] the rest?"

"They all gave us bargains on our first order," Bill Price put in defensively. "We're in a mess, all right. Now[35] what we need to know is what we're going to do about it."

After the engineer explained his idea of[36] asking for bids to remove the unmatched machinery and giving all future orders to one company, he[37] left the office and Bill Price turned to Lucy.

"Miss Walton," he said, "we've come up together and I've trusted your judgment[38] and let you do a lot of ordering; but, if you listen to one more salesman—just *one*—you are through! Let's stick[39] to the twenty-three we are now doing business with."

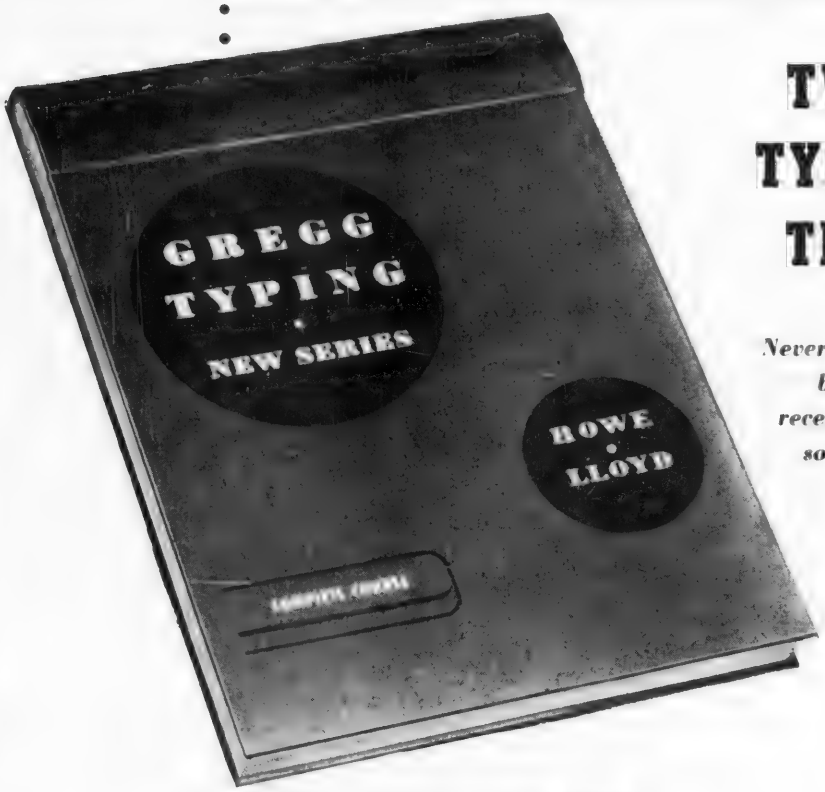
He had grinned suddenly and Lucy had felt reprieved.

She had[40] written Ed Barrow, Hank Wilton, and Charlie French of the state of affairs. She had wanted to write others, but only[41] these three had held out over Bill Price's determination to cut their number.

They were in the office now,[42] telling jokes in the easy comaraderie that comes with success. They all flashed past her desk, gave her a big wink,[43] and then wiped all further thought of Lucy Walton out of their minds.

■ "I made them," Lucy said bitterly to Mr.[44] Bolton. "I felt sorry for salesmen. I even feel sorry for you; but, if you make this sale, you'll be like all the[45] rest—sleek and fat and a snob to secretaries. And I'll be out of a job."

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictating. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; at 100, in 12 seconds; at 120, in 10 seconds, etc.



TWO GREAT TYPEWRITING TEXTBOOKS

Never in history have typewriting books been so enthusiastically received, so quickly adopted, and so richly successful in so many typewriting classrooms!

They emphasize the development of speed and accuracy at the same time.

They emphasize speedier production typing.

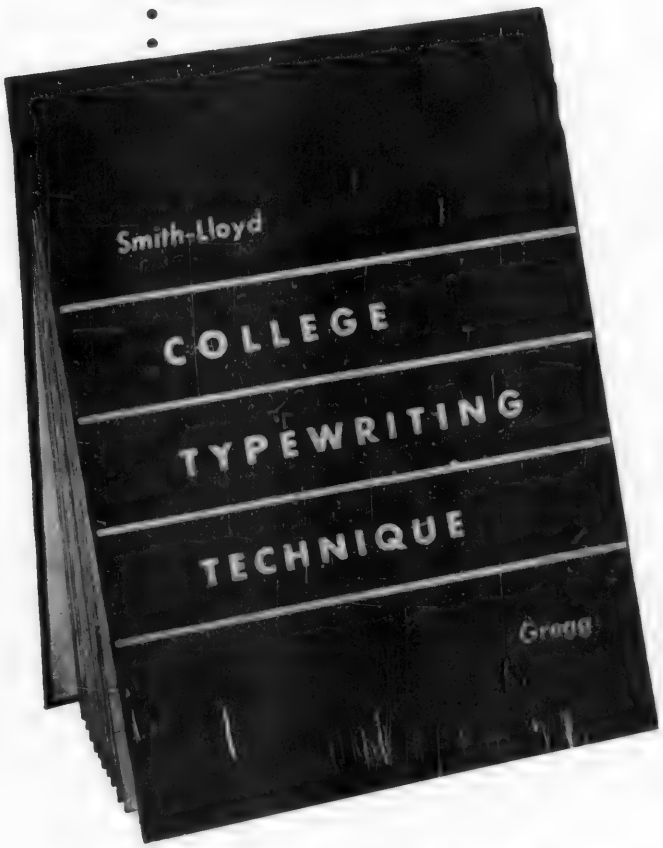
They are organized to fit class schedules in the schools in which they are used.

They provide, right in the books, a complete review and testing program.

They use the newest techniques . . . tabulation without arithmetic. visual guides for letter and manuscript placement. and so on.

They feature the new "self-counseling" Progress Record Chart . . . speed scales . . . and "we-23" number drills.

They fit the vocational needs and personal interests of today's typing learners.



GREGG
Publishing Division
McGraw-Hill Book Company, Inc.

New York 36, 330 W. 42nd St. San Francisco 4, 68 Post St. Toronto 4, 253 Spadina Rd.
Chicago 6, 111 N. Canal St. Dallas 2, 501 Elm St. London E.C. 4, 95 Farringdon St.

"Well," Mr. Bolton blinked.

"So you haven't[46] a chance," Lucy concluded, "unless I decide to throw over my job. Oh, he's calling me. Goodby, Mr.[47] Bolton, sorry to have made such a scene."

Mr. Bolton came to his feet gallantly as Lucy swept past him.

"Wright's[48] can warehouse those extra repair parts you don't need," he said hastily. "And we'll give twenty-four-hour repair service[49] on all machinery."

■ Lucy slammed the door harder than she needed to. As she entered the office, the three men[50] in well-fitted suits occupied themselves studying cigarette smoke. Bill Price shuffled papers in a way that told[51] her he was harassed.

"Just listen," he told Lucy. She took a seat.

Turning to the men he said, "We have an inventory[52] of actual operating machinery of $200,000. And we have an inventory[53] of spare parts for that machinery totaling $300,000. Not one of you has given[54] me a bid on the spare parts."

"Our company can't store those things," Ed Barrow complained. "We're willing to take a loss on[55] the other fellow's machinery, but . . ."

"Well, you wouldn't be taking any loss on ours!" Charlie French shouted. "My[56] machines sell themselves, they . . ."

■ The argument grew more heated when Hank Wilton rose to his feet and challenged the two.[57]

"Gentlemen," Bill Price roared, "I'm sick of all this wrangling. Get out and let me think. All of you!"

The salesmen took their time in[58] leaving, but Bill Price waited.

Lucy's voice broke through the dead silence that followed. "There's a salesman outside," she said.

"A[59] salesman?" Bill Price asked.

"Selling service," Lucy stammered.

Bill Price stared at her. "What did I tell you about salesmen, Lucy?"[60]

"That you would fire me if I let another one in," Lucy answered. There was no way out, but she floundered[61] defensively, "Maybe we could let this salesman help us. He will, if he thinks he has a chance for future orders."

■ "Well,[62] that's a switch!" Bill Price exclaimed as he jerked to his feet and began pacing. "Up to now, we have been helping salesmen,[63] and what thanks have we received? Not one of those men who just left will warehouse our spare parts!"

Suddenly he began to[64] laugh. "With twenty-three salesmen on our list, what's one more, one way or the other. Send in your man, Lucy."

Lucy hurried[65] over to open the door to Mr. Bolton. Midway, she stopped suddenly and turned to Bill Price. "For the record,"[66] she said, "he needs an order!" (1326)

Lucy Girl

C. B. GILFORD

MARCIA KNEW she was the center of attention. In her floor-length white dress and filmy veil, walking beside her handsome[1] father, her hand on his arm, how could it be otherwise? What bride isn't looked at and envied, Marcia thought to[2] herself as she moved toward her rendezvous with her bridegroom and the minister.

The big living room was jammed with[3] people, all standing, all craning to look at her. But was *he* there? She couldn't see. If he weren't there . . . no, he *would*[4] be there. She was certain of that. But where—where?

Appreciative "oh's" and "ah's" eddied about her, the sound of them[5] rising and falling rhythmically like the beating of ocean surf. She was not unaware of them. She had been[6] considered very attractive all her life. But today, of course, she was radiant. She had spent a great deal of[7] time in front of her mirror to make sure of that, for it was important for her to be beautiful today, to[8] be smiling, ecstatic—because of *him*. Because, if she were more beautiful than he had ever seen her, he couldn't[9] help himself . . . he would have to do it!

■ "Lucky girl!" Someone whispered the phrase. A feminine voice, slightly tinged with[10] jealousy. Someone wished she were in Marcia's place. There were several. Her thoughts drifted back . . .

"Grant," she could hear herself[11] arguing, "how unreasonable you are!"

She remembered saying that to the back of his head, his handsome head[12] with the close-cropped brown hair, and to his wide shoulders turned away from her.

"And you pretend to care for me!" she taunted[13] him when he didn't answer.

That turned him around. "Don't even mention that," he said. "That has nothing to do with it.[14] I'll love you as long as I live."

"Grant, I know . . ."

"No, you don't know. You still don't know me. You think I'm like your father and[15] all those college boys and all the other men you've been able to twist around your beautiful little finger. You[16] have been spoiled, Marcia."

"Then keep spoiling me, Grant." She gave him her melting look.

■ "That's something I'll never do, Marcia. No,[17] I won't do anything I think is foolish just to give you your own way. And I think I know what's good for us and[18] what isn't. I'm smarter than you are, Marcia. You won't admit it, of course; but I'd have no business marrying you[19] if I weren't."

"Does one have to be smarter than the other?" She was angry, and shook loose from his grasp.

"Yes, Marcia,[20] yes!"

He had followed her then, and talked to *her* back. "Because one of us has to make this decision. I know what's best[21] for me. I know what I can do and what I can't. Because your father has had a successful practice dealing with[22] people rich enough to afford to go to a doctor's office for a pep talk, you imagine that I'd be[23] satisfied and happy doing the same thing. Well, I wouldn't be. I'm taking the hospital appointment in Brookington."[24]

"Instead of me?"

"Marcia, don't put it that way!"

"That's the way it is . . . unless you will listen to reason . . ."

"Marcia,[25] there's nothing you can say that will change me."

But there was something she could *do* . . .

"Lucky girl!" The phrase brought her back to her[26] wedding with a jolt.

She didn't want to appear to be looking for someone in the crowd, so she didn't turn her[27] head. But she didn't see him. He had chosen to remain out of sight. He was proud . . . proud up to the last possible[28] instant. They had both been terribly proud.

■ Once again her thoughts began to drift. . . .

"Don," her own voice echoed in her ears,[29] "I don't know what I'm going to do with you."

"I know," he had answered. "Want a helpful suggestion?"

"What is it?"

"Marry[30] me."

"You've made that suggestion before."

"Yes, and I'll keep on making it."

"Don, as I've told you . . ."

"Yes, I know, Marcia.[31] I have heard it from you and from half a dozen of your friends. You were going to marry

THE REMINGTON OFFICE-RITER

COLLEGE OF EDUCATION

THE UNIVERSITY OF OKLAHOMA

NORMAN · OKLAHOMA

Mr. S. R. Thigpen, Branch Manager
Dealer Sales Division
Remington Rand Inc.
26 N. W. First Street
Oklahoma City 2, Oklahoma

Dear Mr. Thigpen:

Thank you for demonstrating the "Office-riter" typewriter to the business teachers enrolled in our summer session classes. Most of the teachers were much interested in the machine and all enjoyed your remarks about it.

I believe that the "Office-riter" is a machine with many possibilities. It appears to be ideal for use in small offices and should be very useful for the individual who wants to make use of a typewriter in his home. The machine obviously will do anything that the larger and more expensive machines will do.

The business teachers in my classes were most interested in the fact that the machine will do good work of all kinds and still is sold at a rather reasonable price. They are quite likely to recommend it for use by individuals who want machines but do not want to pay the price required for a standard typewriter.

Thanks again for giving us the advance information on this new device for making typewriting skill more readily useful.

Sincerely,

Gerald A. Porter

Gerald A. Porter
Professor of Education

"...will do good work of all kinds"

Here is another statement from a recognized leader in Business Education certifying to the Remington Office-riter's ability to meet educational requirements. This unique typewriter handles paper up to 10-3/10 inches wide, makes up to 10 carbon copies, cuts clean stencils and offers a combination of big machine performance *plus low price* that makes it the perfect home-practice typewriter for the student.

the only complete office typewriter in compact size... a product of

Remington Rand

For a demonstration of the Remington Office-riter, call your local Office Machine Dealer or Remington Rand Branch Office today.

TO ALERT HIGH SCHOOL BUSINESS TEACHERS:

Would you think a range of jobs, paying from $4,000 to $10,000 and up, would be something to find out about . . . the more so since from one to two years' special training qualifies 99% of all candidates to begin . . . and since such preferred jobs are waiting for competent applicants in every state and most communities of the U.S.A.?

Do you know for yourself about the Stenograph?® It's "the secret" of these jobs . . . in business, and many technical and professional fields, including reporting.*

Do you think your students and friends might well be advised about these facts and possibilities of our typically modern business world? Would you be interested in telling them . . . by means of a brief leaflet? We shall be glad to furnish 10, 20, 50 such folders without any slightest charge or obligation. You will, we hope, send the coupon along promptly.

*** A quote from today's (April 23) mail:**

Miss Emilia Podkowa, of Newark, is young—and lovely. She wrote: "I think mine is the most interesting profession and I enjoy it even more now than when I started. You ask if I am satisfied that I learned the Stenograph. My answer is yes, yes a thousand times yes."

Stenographic Machines, Inc.

Box 22-R, 318 S. Michigan Avenue
Chicago 4, Illinois

Gentlemen: Please send ——leaflets to:

Name_____

School_____

Address_____

City_____ Zone____ State_____

Dr. Grant Davis. You[32] split up, and I've caught you on the rebound—and you're still in love with him. Now I don't presume to know whether that's true[33] or not, but I'm not afraid of Doctor Davis."

"Aren't you?"

"No . . . well, a little perhaps . . . but I think, even if[34] you are still in love with him, that I can make you forget him. I'm willing to spend my life trying."

"Don, you're a dear!"[35]

"I'm not interested in compliments, Marcia. I love you. Will you marry me?"

"I don't know . . . but I think perhaps[36] I should . . . I've always been fond of you."

■ ". . . Lucky girl!" Strains of the Wedding March reached her ears.

And here she was, getting married.[37] In two or three minutes she would be Mrs. Donald Webb III, a millionaire's wife . . . unless . . . The voices buzzed[38] around her—complimentary, congratulatory, excited. She had arrived in front of the minister.[39] Her father stepped away, and she was standing beside a different man, her husband-to-be.

. . . Grant had never come[40] back. He had gone to Brookington alone, and he had remained silent. When the engagement was announced, she had[41] confidently expected his old coupé to arrive with screeching brakes in front of her house. But there wasn't even[42] a letter. Perhaps he hadn't read the newspapers. But time passed; and she knew he must have heard, by word of mouth at[43] least.

"Marcia, you've been quite a surprise to me," Gay had said. Gay could be frank. She was her best friend.

"How do you mean?"[44]

"Marrying for money."

"But I'm not."

"For love, then?

"You know I've always had a tender spot in my heart for Don."

"Marcia,[45] I don't think you realize why you're marrying Don. Do you want me to tell you your subconscious reason?"

"Go ahead."[46]

"It's to spite Grant. And what's more, you've gotten yourself into this predicament, and you're expecting Grant to rescue[47] you."

"That's ridiculous, Gay . . ."

■ . . . And now Gay was standing just behind her, her maid of honor. And Gay had been right,[48] or almost right. She hadn't meant to accept Don. She didn't want to "use" him—she liked him too much. But she had been[49] certain the engagement wouldn't last. Grant would come to his senses. The shock of the news of her engagement would make[50] him realize he needed her more than anything else. And he would give up Brookington and come back to the city.[51]

But things had drifted on and become more complicated. Don had set the date. He and her father had begun[52] to make arrangements. Grant did nothing. He didn't come. He didn't write. He was being stubborn, thinking he was the[53] smarter, thinking he knew best, never dreaming she would push the matter to the limit. It became a test of nerve[54] and endurance. Who would surrender first?

■ Then, when Grant gave no sign even of awareness, she guessed at the truth. He[55] was waiting until the very end—the climax. She knew his flair for the dramatic. He would be at the wedding.[56] And when he entered her house, all the past would rise in front of him. When he saw her, how beautiful she was in her[57] wedding dress, he would have to stand up and shout, "Stop the wedding!" And to her he would say, "I want you, Marcia, more than[58] Brookington and my career. You were right all the time."

And now, at this instant, she knew he was there. With all her[59] feminine intuition, she knew he was close by. Because that's the way things *had* to be. But hurry, Grant, hurry!

The[60] minister, the Reverend Robert Warner, was looking at her rather sternly. "What did you say?" he asked in a[61] whisper.

■ Had she spoken aloud? She risked a look at Don, standing beside her. He was watching her, and there was an[62] expression of awful sadness in his eyes. Had he heard the name "Grant"?

"Grant!" Marcia cried aloud.

She had turned her back[63] on Don and the minister and was facing the gathering. She saw only countenances full of surprise and[64] horror, her father's among them.

"Grant, where are you?"

The silence that answered her was absolute, terrifying.

"Grant!"[65] She screamed the name. And then she had dropped her bouquet, and with hands holding up her long skirt, she was running away.[66]

Nobody said a word, nobody tired to restrain her. She would have gone back upstairs, locked her door, and defied them all;[67] but there she would have been trapped, surrounded. So, instead, she ran out of the front door, down the long, broad path . . .

■ At the end[68] of the path, Grant's old coupé was parked. The door was open, the motor was running; and Grant was sitting behind the[69] wheel.

She flung herself in beside him.

"I'm heading for Brookington," he said calmly. "Want to come along?"

"Yes," she breathed.[70]

But even then he didn't kiss her. He was shifting gears and pulling away from the curb. (1416)

Easy to **LEARN** *and Easy to* **TEACH!**

EDISON'S NEW INSTRUMENT TRANSCRIPTION COURSE...

VOICE WRITING is the logical start for a successful career for your students. *Developed, tested* and *endorsed* by practical educators, "A GUIDE to the EDISON VOICE WRITING SECRETARY" provides fast and efficient class instruction. It's thorough, interesting . . . and right to the point!

HERE'S WHAT YOU GET with the purchase of new EDISON equipment or rental under new low cost plan:

1 Guide for the Edison Voice Writing Secretary for every four students in class.
1 Teacher's Manual for each teacher using the course.
2 Sets of Practice Discs (four discs to a set) including special envelopes.
4 Sets of Index slips (seven slips to each set).
1 Edison Service Call made 45 days after installation.

A wallet-size Edison Achievement Certificate is awarded through the teacher to each qualifying student.

The new EDISON Transcription Course is a far-sighted choice for your students . . . employing, as it does, advanced, high quality, easy-to-use EDISON equipment. The Edison Secretarial is the perfect instrument on which to learn transcription—because it's the one transcriber which has *all* the most popular features.

Learn the many features of this new course . . . send for a FREE COPY of Guide instruction book.

JUST MAIL THIS COUPON...

See all the classroom benefits of today's most up-to-date instrument dictation course with today's most up-to-date instrument!

Thomas A. Edison
INCORPORATED

ALSO MAKERS OF THE FAMOUS EDISON
NICKEL-IRON-ALKALINE STORAGE BATTERY

EDISON (Ediphone Division)
26 Lakeside Avenue, West Orange, N. J.
Send me FREE COPY of Edison Voice Writing Course Instruction Book.

NAME_____ TITLE_____

SCHOOL_____

STREET_____

CITY_____ STATE_____

to meet the growing demand for electric typists, and to accelerate development of expert typing skill in students . . .

Rochester Institute of Technology Installs Underwood Electric Typewriters

A battery of 20 Underwood Electrics has been added recently at R.I.T. . . . to give students every advantage in competing for positions in the modern business world.

Faculty members find the switch to electric typewriters has simplified teaching. Electricity does the heavy part of the work for teaching proper techniques for keyboard operation, carriage return, tabulation, and other operating features.

Assured of uniform, superior quality work from the start, students do more typing and develop expert skill in a shorter time.

Your teachers and students will get better results than ever before, on these easy-to-teach-on Underwood Electrics. Call your local Underwood Representative today for a demonstration.

Underwood Corporation

Typewriters . . .
Adding Machines . . .
Accounting Machines . . .
Carbon Paper . . . Ribbons

One Park Avenue, New York 16, N. Y.
Underwood Limited, Toronto 1, Canada

Sales and Service Everywhere

UNDERWOOD *Electric* TYPEWRITER . . . made by the Typewriter Leader of the World.

PROFESSIONAL REPORT

JUNE
1954

■ **Lives, Private and Professional—**

• *John J. McGlynn*, the man who has done more than anyone else to stimulate classroom experimentation with electric typewriters (as IBM's typewriter school co-ordinator, he wangled a hundred machines from his company and placed them in experimental classrooms all over America), has received his just deserts: IBM has promoted him, made him manager of typewriter sales and service in its important downtown Chicago office.

• *Robert K. Gess*, IBM's district school co-ordinator (in seven midwestern states), has been promoted to McGlynn's New York City desk and job.

• *Dr. Mark E. Studebaker*, for 36 years head of business-teacher training at Ball State Teachers College and for two decades a national figure, retires at the end of this month. He is succeeded by staff member *Dr. Robert P. Bell*. The vacancy created by Doctor Bell's promotion has been filled by *Dr. Robert Swanson*, director of teacher training at Thiel College, who has been a visiting professor at Columbia University this year. An addition to the staff is *Zenobia Tye*, doctoral candidate at Ohio State University (master's, University of Tennessee) and former instructor at Georgia Southwestern College, in Americus.

• *Minnie DeMotte Frick*, one of the great pioneers in shorthand instruction and a beloved West Coast teacher, died on April 14, at 79. Mrs. Frick taught at Oregon State College for many years, and since her retirement has been teaching at the Alhambra (California) Business College. She was author and famed proponent of the Analytical Method of teaching shorthand, for which she contributed textbooks in two shorthand systems.

IBM's McGlynn . . . from New York to Chicago

IBM's Gess . . . from Milwaukee to New York

• *Dr. Parker Liles*, city supervisor at Atlanta, has a new honor: the Leffingwell Merit Award, bestowed by the Atlanta NOMA chapter for service to the Association. To win such an award, a member must earn 100 service points. They are hard to accrue: Doctor Liles' points are the result of ten years' activity in NOMA. This is his second NOMA distinction; in 1949 he won a brief case and a citation as Atlanta's NOMA Man of the Year.

• *Wedding Bells:* April 10, for *Marien Kerlee*, instructor at Metropolitan Junior College, Los Angeles, and *Kenneth Knight*, administrative dean of the College.

• *William E. Harbottle*, president of the Miami-Jacobs College in Dayton, Ohio, died suddenly, in March. He was long an active leader in the Tri-State and Ohio BEA's.

• *Dr. Wenzil K. Dolva* will be the new dean of the School of Business at Western Reserve University, taking over from *Dr. C. H. Cramer*, who has served as acting dean since September,

UBEA Photograph

PRESIDENT'S ROW in the Southern Business Education Association, heading the organization for 1954: Dr. Vernon A. Musselman (University of Kentucky), vice-president; Mrs. Gladys Johnson (Little Rock High School, Little Rock, Ark.), vice-president; and Dr. Frank M. Herndon (University of Mississippi), president. The next SBEA convention will be in Little Rock next Thanksgiving-time.

UBEA Photograph

MOCK TRIAL of Dr. M. Herbert Freeman (New Jersey STC, Paterson) in court of "Judge" Dr. Theodore Woodward (George Peabody College) at recent SBEA convention in Birmingham ended up with gross miscarriage of justice: the prosecuting attorney, Dr. Alan C. Lloyd (BEW Editor) was convicted instead of blasé defendant. The case: that general business should be a required high school subject; jury (audience) agreed.

Students transcribe better, faster, when copy is upright, unscrambled and at eye-level. The Liberty Copyholder will hold one sheet or a heavy book . . . without tipping. Made of heavy gauge steel with soft gray finish. So low in cost every student can afford one.

ORDER NOW by mail if not available locally.

BANKERS BOX COMPANY
Makers of Liberty Record Storage Products
730 S. Dearborn Street • Chicago 5, Illinois

CLINTON
TEACHERS AGENCY

Member N.A.T.A. 35th Year
If it is a position in the Midwest, West or Alaska, we can find it for you. Enroll now.

706 South Fourth Street Clinton, Iowa

Don't Be Sorry • Play Safe!

The GREGG AWARDS DEPARTMENT cannot assume responsiblity for currency lost in the mail. If you register letters or packages containing currency, Uncle Sam will reimburse you in the event of nondelivery.

You can also send a money order or check for even small amounts, or buy Gregg Awards stamps to send with your test papers.

1952, when *Dean C. Wilson Randle* resigned to take a position in private industry. A well-known figure in the retailing-marketing field, Doctor Dolva is assistant dean of the School of Business at Washington (St. Louis) University.

• *Three Pennsylvanians* were honored at the state's recent DECA meeting in Pottsville: *Robert T. Stoner* (state vocational education director), cited for "superior standards of leadership on the state level"; *L. T. White* (chairman of educational activities of the National Sales Executives), cited for his "contribution to the field of Distribution on the national level"; and *Blanche Curran* (co-ordinator at Pottsville High School), a gift in recognition of her management of the state-wide convention.

■ **Hugh Barnes First Male CPS—**

There are several men business educators who can equal some of the accomplishments of Hugh Barnes. Others own business colleges (he is president of the Barnes School of Commerce, in Denver) and others have been president of NBTA (he was, last year). But no one can top this: He is the first—and only—man to take and pass the difficult tests for winning the Certified Professional Secretary credential.

The certificate was presented recently in Denver by Robert E. Slaughter, of Gregg, who is a member of the CPS Institute that sponsors the CPS program and tests. Mr. Barnes was one of ten Denverites to be awarded their CPS's at a testimonial brunch.

■ **Packard Closes Its Doors—**

One of America's oldest and best-known business-training institutions is closing its doors this month. It is the Packard Junior College (née Packard Business College), which has trained more than a hundred thousand young men and women—Packard was a pioneer in training women for office work—in its 96 years of existence.

Said President Louis A. Rice, "The rising costs of maintaining a superior instructional program in recent years on a nonprofit basis has resulted in a considerable annual deficit, and the inability to find a way out of this difficulty has led to the decision to close."

■ **Biggest June Meeting: MPBEA—**

At 6:30 p.m., Thursday, June 17, President Earl G. Nicks (University of Denver) will thud a gavel in the ballroom of the Hotel Adolphus at Dallas to open the Third Annual Convention of the Mountain-Plains Business Education Association. It's the start of a three-day program with enough features for a week-long convention, with three-score participants and an anticipated attendance of about 500.

The program-planning squad headed by Dr. Vernon Payne (North Texas State College) has put emphasis on two convention factors: a series of panels that develop the convention theme, "Appraising Business Education"; and numerous teaching demonstrations (in typing, electric typing, shorthand, and duplicating). Among other discussions, each panel will include a report and evaluation of a survey (example: "A Survey of Typing Practices in the Mountain-Plains Area"); the discussion of each panel will be reported and further appraised at a symposium that winds up the convention on Saturday.

A "Who's Who and When" of the convention participants follows; the full program was provided here in May, pages 45 and 46.

Slaughter to Barnes: a first CPS

Anderson, Ruth I., Friday, 10:15 am shtd panel
Bangs, Kenneth, Friday, 10:15 am, shtd panel
Bate, Irma Grace, Friday, 10:15 am, OP panel
Bender, Robert F., Friday, 10:15 am, bkkg panel
Binnion, John E., Friday, 8:45 am, typg panel
Blanchard, Clyde I., Friday, 10:15 am, shtd panel; Saturday, 10:40 am, assembly
Bronstad, Homer, Friday, 8:45 am, DE panel
Bullock, Bessie, Friday, 10:15 am, shtd panel
Collins, Millard (local chairman)
Corbeil, Lois, Saturday, 8:45 am, dupli dem.
Douglas, Lloyd V. (UBEA president), Thursday, 9:00 am, UBEA assembly; Friday, 1:45 pm, HS pub rel panel; Saturday, 10:40 am, assembly
Elder, Walter, Friday, 8:45 am, DE panel
Etier, Faborn, Friday, 10:15 am, OP panel
Forkner, Hamden L., Friday, 10:15 am, bkkg panel; Saturday, 10:40 am, assembly
Gill, Anita, Friday, 8:45 am, typg panel
Glaese, Eva M., Friday, 1:45 pm, coll pub rel panel
Guy, Hollis G. (UBEA exec. sec.), Thursday, 9:00 am, UBEA assembly
Hansen, Kenneth, Friday, 8:45 am, gen bus panel
Hayden, Carlos, Friday, 10:15 am, OP panel
Hazel, Dorothy, Friday, 1:45 pm, HS pub rel panel
Higginbotham, R. L., Friday, 10:15 am, bkkg panel
Hitch, Robert L. (MPBEA treasurer), Friday, 8:45 am, gen bus panel
House, Wayne, Friday, 10:15 am, bkkg panel
Hughes, Eugene, Friday, 3:45 pm, assembly
Knutson, Esther, Friday, 1:45 pm, HS pub rel panel
Lessenberry, D. D., Thursday, 6:30 pm, banquet; Friday, 8:45 am, typing panel; Saturday, 10:40 am, assembly
Lloyd, Alan C., Friday, 10:15 am, OP panel; Saturday, 8:45 am, typing dem; Saturday, 10:40 am, assembly
Lowry, Robert, Friday, 10:15 am, bkkg panel
McCauley, Vera N., Friday, 10:15 am, OP panel

McGill, E. C., Friday, 1:45 pm, coll pub rel panel
Marshall, Chester, Friday, 10:15 am, bkkg panel
Moore, Harold, Friday, 8:45 am, DE panel
Nicks, Earl G. (MPBEA president), Thursday, 6:30 pm, banquet; Saturday, 12:45 pm, luncheon
O'Daniel, Cassie, Friday, 8:45 am, gen bus panel
Overman, Glenn, Friday, 3:45 pm, assembly
Parks, O. A., Friday, 1:45 pm, HS pub rel panel
Payne, Vernon, (MPBEA vice-president and program director)
Peck, Gladys, Friday, 8:45 am, DE panel; Saturday, 10:40 am, assembly
Poffenberger, Max V., Friday, 8:45 am, typg panel
Pope, John E., Friday, 8:45 am, DE panel
Porter, Gerald, Friday, 8:45 am, gen bus panel
Puckett, Cecil, Friday, 3:45 pm, assembly
Reicherter, Richard F., Friday, 8:45 am, typg panel
Ricketts, Faye, Friday, 1:45 pm, coll pub rel panel
Sayer, Catherine K., Friday, 10:15 am, shtd panel
Slaughter, Robert E., Friday, 3:15 pm, assembly; Saturday, 10:40 am, assembly; Saturday, 12:45 pm, luncheon
Stanley, Cecil, Friday, 8:45 am, DE panel
Stedman, Ardath (MPBEA convention publicity ch)
Tate, Donald, Friday, 1:45 pm, coll pub rel panel
Thomas, Ralf, Friday, 8:45 am, typg panel
Thompson, David A., Friday, 8:45 am, DE panel
Tidwell, Fred, Saturday, 9:45 am, typg dem
Travis, Dorothy, Friday, 1:45 pm, HS pub rel panel
Vaaler, Hilda (MPBEA secretary)
Van Gerpen, Mamye, Friday, 1:45 pm, HS pub rel panel
Van Hook, Victor L., Friday, 8:45 am, typg panel
Welch, Roland B., Friday, 1:45 pm, coll pub rel panel
Willis, Doris, Friday, 8:45 am, DE panel
Wilson, Harmon, Friday, 8:45 am, gen bus panel; Saturday, 10:40 am, assembly
Wood, Marion, Saturday, 9:45 am, elec typg dem
Woodward, Theodore, Friday, 1:45 pm, coll pub rel panel; Saturday, 10:40 am, assembly
Yarnell, Lucy Mae, Friday, 10:15 am, OP panel
Zoubek, Charles E., Friday, 10:15 am, shtd panel; Saturday, 9:45 am, shtd dem; Saturday, 10:40 am, assembly

■ **Association Officers—**

Robert Briggs (University of Washington) has succeeded *Kelly Toomey* as president of the Western Washington BEA . . . *Dr. A. C. Pierce* (Del Mar College, Corpus Christi) succeeds *Phyllis Phillips* as president of the Texas Junior College Teachers Association; *Joseph B. Little* (also of Del Mar) succeeds *Mrs. Phelma Moore* as chairman of the business education section of the Association . . . *Enid Bolton*, vice-president of the Oregon BEA, has succeeded *Leonard Carpenter* as president of OBEA.

Key to Puzzlegram, page 22

C	O	R	P	O	R	A	T	I	O	N		P	O	S	T	I	N	G
U		A				N				E								E
S	H	A	R	E	S		T			N		O	P	E	N			
T		T			D	E	C	R	E	A	S	E		A		E		
O		N				R		E		I				R		R		
M		S	E	R	V	I	C	E		A		O				T		A
E		R				S	E	L	L		N	O	M	I	N	A	L	
R		A	S	S	E	T		T						E				
			H		R					D	I	S	B	U	R	S	E	
			I		A			P			T						X	
P	R	E	P	A	I	D			R	A	T	I	O				P	
U		X			E			O			R						L	
R		P					M		P	R	O	C	E	E	D	S		A
C	R	E	D	I	T		A		R			S		E			N	
H		N					T		I					P			A	
A		S	I	G	N	A	T	U	R	E		F			O		T	
S		E					R		T	R	I	A	L		S		I	
E							E		O		L			I			O	
S	T	O	C	K	H	O	L	D	E	R		E	Q	U	A	T	I	O	N

Alec Hartman is Tri-State president

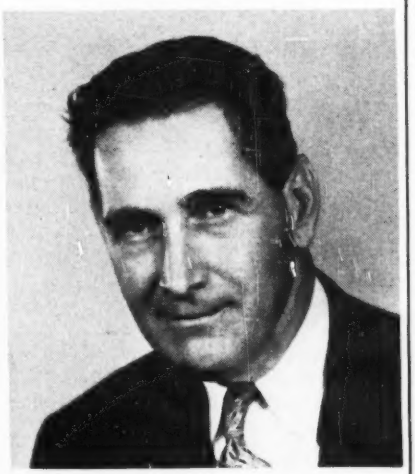
The new president of the Tri-State (Ohio, Pennsylvania, West Virginia) BEA is *Alexander I. Hartman* (Robert Morris School, Pittsburgh); fellow officers include *Leonard J. Liguori, Rose Marie Scavariel, Tobias Santarelli,* and *Helen Widner;* members of the executive board include *Mildred H. Hiehle, Raymond Morgan, Frank F. Sanders,* and *Ward C. Elliott.*

Dr. Edwin Swanson (San Jose State College) is new president of Western BEA, elected at the mid-March WBEA convention in Portland to succeed *Eugene Kosy; Verner Dotson,* Seattle city supervisor, is new WBEA vice-president.

■ **R. C. Allen Opens School Dep't—**

R. C. Allen typewriters has organized an Educational Department, to provide special service to schools.

Manager of the new department is Walter G. Hanson, for thirty years an East Coast school visitor. He was with



the Woodstock Typewriter Company for more than 25 years, joining the R. C. Allen staff at the beginning of 1950. Allen's new educational director has his office at 450 Fourth Avenue, New York 16.

How to Make INVISIBLE Erasures

With a few feather-light strokes, a Rush FybRglass Eraser removes the last trace of an incorrect character — makes it easy for you to erase and still keep your typing clean and professional-looking.

Colorful plastic holder uses long-life propel-repel refills. It must satisfy *you* — or your money back.

RUSH- -FYBRGLASS ERASER

Order from your Dealer or send 50¢ and name of dealer to

The Eraser Co., Inc.
1070 S. Clinton St., Syracuse 2, N.Y.

Let this executive secretary show you how to "go places" in your job

HOW TO BE A TOP SECRETARY

By **MARGARET DELANO**

Whether you're in business school, beginning a new job or trying to get ahead in the job you hold, you need this practical guide. The author has *proved,* through her own successful career, the value of the advice and suggestions she gives you. Beginning with the all-important Personal Qualities, the book covers in detail: Office Procedure, Dictation and Transcription, Grammar, Punctuation, Use of Words. It's fun to read—never "textbooky"—has a complete, easy-to-use index, ready-reference end-papers, tells you everything you need and want to know to be tops in your job.

At your bookstore, $3.95, or by mail from

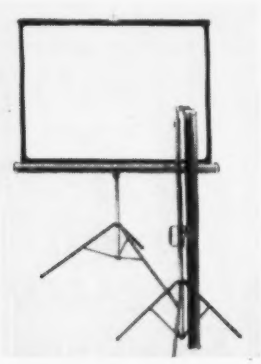
TUPPER & LOVE
Sales Office:
55 Fifth Ave., New York 3

New Business Equipment

ANN MERENESS

■ **Projection Screen by Knox—**

A complete line of projection screens has been introduced by the Knox Manufacturing Company, of Franklin Park, Illinois. Heading up the new line is the Knox Coronet, constructed of fine materials and featuring a screen of glass beads applied to heavy-duty fabric. Knox claims for the Coronet the sharp-



est projection surface available. Among other features are the auto-lock, which locks the screen extension in place; a self-folding tripod; and a heavy metal bracket that locks the case to the tripod when folded. All moving parts on the Coronet are cadmium-plated for durable service. This screen is outstanding for its reasonable price range, which fits any school budget. Contact the firm for further information.

■ **A Printed Code Reader—**

The mechanization of clerical work has taken a step forward with the development of a Printed Code Reader by the Kybernetes Corporation, a division of the Self Winding Clock Company, 1108 Raymond Boulevard, Newark 5, New Jersey. This Reader has been built to enable preprinted, pretyped, handwritten or hand-corrected code to feed directly into mechanized business systems as a substitute for keyboard input.

The code is optically sensed from moving or stationary paper. The output signals can be fed directly into magnetic tape, magnetic drum, punch card, and punch tape systems for inventory control, insurance and utility billing, computing, and in banking procedures for the sorting of checks, drafts, and deposit slips.

■ **Invisible Mending Tape—**

Documents and books may now be mended transparently by Scotch-brand 810 permanent tape, manufactured by the Minnesota Mining and Manufacturing Company, St. Paul, Minn. This new tape can also be used for such jobs as taping notations and corrections to administrative statements. Once applied, the 810 tape is shrink-proof and stays crystal clear. It won't leave a gummy residue, is extremely durable. In addition, its acetate film backing can be written on with pencil or ink. The tape is available to you through stationery stores in your locality.

■ **The Knight Tape Recorder—**

The Allied Radio Corporation has released information on a new, moderately priced tape recorder that is said to meet all requirements for school application, yet is easily operated on a five push-button control set-up. Excellent for recording and playback of lectures and speeches, it is recommended especially for use with commercially recorded tapes in shorthand courses.

• *The 23-pound Knight* features a dual track head and two recording speeds. At the slow speed, a 7-inch reel (1200 feet) will record continuously for one hour, plus an additional hour on the second half of the tape width with a rewind of three minutes. There is also a Fast Forward speed to simplify locating the portion of the tape desired for playback. The record-

ing is played back through a built-in amplifier and a 5-by-7-inch speaker. A convenient output jack accommodates headphones if desired.

Other controls are Tone, On-Off-Volume, Speed Selector, with a "Lock" Button control to prevent accidental erasure of the recorded material. Recordings may be made also from microphone, radio, or phonograph.

• *Housed* in a rugged, attractive, luggage-type case, the Knight comes ready for operation. The stock number for the Knight recorder is 96 RX 590, and its price is $104.50, net f.o.b. Chicago. The Allied Radio Corporation is located at 100 North Western Avenue, Chicago 80, Illinois.

Advertisers

Bankers Box Co.	52
Burroughs Corp.	6
Clinton Teachers Agency	52
Ditto, Inc.	1
Edison, Thomas A., Inc.	49
Eraser Co., Inc.	53
Esterbrook Pen Co.	4
Faber-Castell, A. W., Pencil Co.	42
Gregg Publishing Division	45
International Business Machines	2
Monroe Calculating Machine Co.	Cover 2
National Cash Register Co.	Cover 4
Remington Rand Inc.	47, Cover 3
Royal Typewriter Co.	5
Smith-Corona, Inc.	43
Stenographic Machines, Inc.	48
Tupper and Love	53
Underwood Corp.	50

Junior OGA Test

THE INNOCENT MOUSE

"WHAT is the matter?" cried Mother Mouse.

"Boy!" gasped frightened young Herman, "did I have a close shave! I saw a fellow with[1] pretty fur, long tail, and gentle-looking face, and was about to ask him to play when this two-legged monster decked[2] with feathers rushed toward us, screaming so loud he scared me!"

"Well, Son," said his mother, "you *did* have a narrow escape![3] That kind-looking creature is the Cat, who would have made a quick meal of you. The one who appeared to be a monster[4] is the Rooster, who wouldn't harm a hair on your head."

The moral—do not judge a person by his appearance. (99)

OGA Membership Test

THE BUSINESSMAN often insists that beginners do all kinds of trifling jobs for no other reason than that he[1] wants to see how well they can apply the knowledge they have. He knows that knowledge plus experience will make a good[2] executive, and that the young persons in his employ must be thoroughly familiar with all the minor jobs[3] of the business by actually doing them.

Do not, therefore, feel it beneath you to work at the mailer's desk.[4] Familiarity with all phases of the business and prompt and accurate judgment in handling problems that[5] arise eventually lead to the executive desk. (111)

Remington Electric Typewriters in use at Packard Junior College (N.Y.C.), one of the oldest business schools in the country.

ready for business...

Vision, sound thinking and the determination to answer more fully the demands of American business, has prompted hundreds of schools throughout the country to make multiple *Remington Electric Typewriter* installations. They have found, too, that students initially trained on these electric typewriters learn faster . . . begin actual typing sooner . . . make the changeover to the manual typewriter in a matter of minutes. Result? Graduates of these schools are today entering the business world with a much more comprehensive typing background than ever before. They are truly better *all-round* typists . . . readily able to take their place in the business world where the trend is very definitely towards the electric typewriter. And today, 1 out of 4 typewriters installed *is* an electric typewriter . . . a statistic that is on the increase—and with good reason.

Remington Rand

THE FIRST NAME IN TYPEWRITERS

Send for free booklet: BEA Guide to Teaching Electric Typing (RE8591), Remington Rand, Room 1628, 315 Fourth Avenue, New York 10, New York.

UNITED AIR LINES

"Nationals save us 52% a year on our investment."—UNITED AIRLINES, Chicago

"Our National Accounting Machines, which replaced mechanized equipment of other types, have been installed an average of only about a year. Yet they are already saving us $23,000 a year—an annual return of 52% on our investment.

"This saving is especially significant because Accounts Receivable (our biggest job) increased over 50% since we installed Nationals, without any increase in personnel or machines.

"Our month-end balancing procedure has been materially reduced. We are proud of our neater, easier-to-read, up-to-date accounting records. And Nationals have greatly simplified our operator training."

Rexford E. Bruno
Comptroller
United Airlines

JOBS HANDLED

Accounts Receivable—
Air Travel Plan Billing—
Government Travel Billing
Accounts Payable
Passenger Refund Vouchers
Check Writing
Analysis of Air Freight Revenue

National machines cut costs by doing up to ⅔ of the work automatically, and pay for themselves with the money they save. Your nearby National representative will gladly show how much *you* can save with Nationals. Call him today!

*TRADE MARK REG. U. S. PAT. OFF.

National*
ACCOUNTING MACHINES
ADDING MACHINES • CASH REGISTERS

THE NATIONAL CASH REGISTER COMPANY, DAYTON 9, OHIO